



Fall 2005

# 2005

## ACCOUNTABILITY REPORT ON MAYOR-SPONSORED CHARTER SCHOOLS

Indianapolis' charter  
schools continue to make  
**measurable**  
strides in raising  
student achievement  
and addressing  
**student** needs.







Charter schools offer  
**families** unique  
educational programs  
as well as systematic  
**accountability.**



## Dear Citizens of Indianapolis:

Our city's commitment to excellence in education requires high-quality public school options. Charter schools offer families unique educational programs and school designs. Each charter school must meet stringent measures of performance and achievement. The schools I charter know from the outset that they will be measured by a system that is rigorous, relevant, and transparent – using factors like test score analysis, parent and school staff surveys, expert site visits, and governance and financial reviews. This report serves to broadly share this comprehensive accounting of results with the public.

Since my office launched the charter schools initiative over four years ago, many of Indianapolis' outstanding civic and community organizations and citizens have applied their energy to establishing charter schools. To date, I have sponsored a total of nineteen schools. This past summer, three completed their third year in operation, two their second year, and five their first. Last year, over 1,700 students attended these ten schools. This fall approximately 3,100 students are attending schools that I've chartered, including the three new schools that opened this August.

I continue to be gratified by the strides Indianapolis' charter schools have made in both impacting student achievement as well as developing innovative school designs to address the needs of their students. This report provides you with information about their significant progress, as well as a detailed analysis of each school's performance during the

2004-05 school year. This is the third annual Accountability Report produced by my office. The first two reports were broadly cited for balancing comprehensive details with straightforward information about the schools. Nonetheless, we've incorporated further improvements into the report this year, including:

### **Streamlined layout for readability.**

While still providing the same comprehensive information on a school-by-school basis, both the main and supplemental reports have been refined to provide critical information in an easy-to-read format.

### **New analysis of changes in ISTEP+ pass rates over time.**

We have improved our presentation of ISTEP+ results to show how the performance of overall classes of students has changed over time (for example, how this year's 4th graders did compared to their performance last year as 3rd graders).

### **Deeper analysis of how much charter school students are learning.**

Since the outset, my office has enlisted national experts to analyze each student's progress on standardized tests. We've enhanced the analysis again this year, by comparing our students' learning to state and national averages and by raising the bar of what counts as "sufficient progress."

### **Expanded role for our expert site visits.**

Beyond just reporting standardized test results, we again engaged an expert site visit team to thoroughly examine each school. Of particular

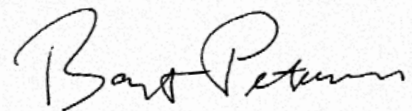
note, schools in their third year of operation began a process of self-evaluation. Our expert site visit team visited each of these third year schools to begin reviewing and providing feedback on these self-evaluations.

### **Tracking parent and staff satisfaction over time.**

Once again we surveyed parents and staff to gauge their satisfaction with their schools. As we do this every year, we are now able to track parent and staff satisfaction over time. We now also have the ability to examine factors that might be affecting parent and staff satisfaction within each school.

From the outset, I've been committed to holding the charter schools I sponsor publicly accountable. This year's report continues the tradition of making sure parents, public officials and the community at large know just how well the schools are performing over time. As always, additional information about these charter schools and the initiative overall is available through the City of Indianapolis' charter school website, [www.indygov.org/eGov/Mayor/Education/Charter](http://www.indygov.org/eGov/Mayor/Education/Charter).

Thank you for your interest in charter schools.



Bart Peterson  
Mayor



# ACKNOWLEDGMENTS

The Mayor's Office wishes to express its gratitude to a number of individuals and organizations. First and foremost, we are grateful to the charter schools sponsored by Mayor Peterson for their ongoing endeavors to deliver new educational opportunities for families in our community, and to the teachers, parents and students who support the schools every day. We would like to extend our special thanks to the members of the Indianapolis Charter Schools Board and the Indianapolis City-County Council, and particularly to Council Members Ron Gibson and Marilyn Pfisterer, for their support. We are especially grateful to the Annie E. Casey Foundation for its many contributions. We also thank all those who reviewed this report for their valuable assistance.

The Mayor's charter schools initiative is led by Indianapolis Charter Schools Director David Harris. Assistant Director Corrie Conner Heneghan focuses on ongoing accountability issues and the Indianapolis Charter Schools Facilities Fund. Marquisha Bridgeman, Charter Schools Special Assistant, provides administrative and operational support for all efforts related to the initiative.

The Mayor's Office would also like to recognize the following local and national experts for their efforts in developing this report:

**Dr. Bryan C. Hassel**, co-director of Public Impact, served as the Mayor's Office's principal advisor as it developed and refined its accountability system. Dr. Hassel, a national expert on charter schools and their accountability and oversight, holds a doctorate from Harvard University and a master's degree from Oxford University, which he attended as a Rhodes Scholar. Dr. Hassel is the author of *The Charter School Challenge* published by the Brookings Institution.

**Dr. Ruth Green**, senior fellow for research at the University of Indianapolis' Center of Excellence in Leadership of Learning (CELL), led CELL's involvement with the Mayor's Office. Dr. Green served on the team designing the accountability system; developed the site visit protocol and led the site visits; and provided support for the parent and staff surveys. Dr. Green holds a doctorate from North Carolina State University and is an expert in school accountability.

**Dr. Steve Tegarden**, former superintendent of schools in Carmel, Indiana and Glastonbury, Connecticut, and current interim superintendent of the MSD of Washington Township in Indianapolis, served on the expert site visit team that evaluated the schools.

**Kaaren Rodman**, a retired English and foreign language teacher at North Central High School in Indianapolis and a Fulbright Scholar, served on the expert site visit team that evaluated the schools.

**Christa Parrish**, assistant principal of Carmel Middle School in Carmel, Indiana, served on one of the expert site visit teams that evaluated the Flanner House Higher Learning Center.

**Gail Fox**, who holds a master's degree from the University of Indianapolis and is currently a research assistant and project coordinator at CELL, coordinated the survey data collection.

**Chris Everett**, president of the Kensington Group, Inc, developed and analyzed the charter school survey. He is responsible for designing and implementing a school community survey used by nearly 300 schools that are members of the Independent Schools of the Central States. Mr. Everett holds an MBA from California State University, Fullerton.

**Bob Dicus**, president of Marketing Research Technologies, worked with the Kensington Group to scan and verify the charter school survey data and produced the tabulated results. Mr. Dicus has worked with schools for more than ten years, playing a key role in processing the independent school community survey. He is a 22-year veteran of the field and works with a variety of clients that use survey research information.

**Dr. Harold Doran**, a senior research scientist at the American Institutes for Research, conducted the analysis of the charter schools' test scores. A recognized expert in assessment and accountability programs, Dr. Doran received his doctorate in education from the University of Arizona.

**H.J. Umbaugh & Associates** developed and carried out the Mayor's system of financial oversight of charter schools. With over fifty years of experience, the firm is consistently ranked among the leading financial advisory firms in the State of Indiana by Thomson Financial Securities Data.

**Kevin Bain** has assisted the initiative in various capacities, including a significant contribution to this report. Mr. Bain, an expert in strategic planning and marketing, is the principal founder of K. Bain Consulting, Inc. Prior to founding his own firm, Mr. Bain served as a senior executive for Bristol-Myers Squibb, focusing on general management, marketing, and strategic planning capacities over a 25-year career. He holds an MBA from the University of Chicago.

**Sejal Doshi** has been a valuable contributor to the overall initiative and has contributed significantly to this report. Ms. Doshi, a former Teach For America elementary school teacher in the South Bronx, holds a master's degree from the Harvard Graduate School of Education.

**Adam Lowe**, founder of Saffron Ventures, an education consulting firm based in Bloomington, Indiana, has assisted the initiative in various capacities including contributing to this report. Mr. Lowe, a graduate of Brown University, also supports CELL's efforts to foster the development of new small high schools in Indianapolis.

**Amy Way**, an analyst at Public Impact, developed the report's presentation of NWEA test results.

## INDIANAPOLIS CHARTER SCHOOLS FACILITIES FUND

Through their generosity and creativity, the Annie E. Casey Foundation (AECF), the Local Initiatives Support Corporation (LISC) and the U.S. Department of Education (USDOE) have helped the Mayor's Office to create the nation's first city-developed, comprehensive charter school facility financing program. Although charter schools are public schools, they do not receive any public sector funds for facilities. Financing a facility is one of the biggest challenges faced by charter schools; this fund provides schools with an affordable financing option.

The fund, which will be administered by the Indianapolis Local Public Improvement Bond Bank (Bond Bank), is the result of a partnership among the City of Indianapolis, the Bond Bank, AECF, LISC and JP Morgan Chase. The program will make up to \$20 million in loans available to qualified charter schools sponsored by Mayor Peterson. Charter schools can borrow tax-exempt debt for the acquisition, construction, renovation and leasehold improvements of facilities. Charter schools will pay lower rates on these loans because of the backing of the City, \$2 million in guarantees provided by AECF and LISC, and a \$2 million grant from the USDOE.

In the fall of 2003, the Indianapolis-based Richard M. Fairbanks Foundation awarded the Mayor's Office a four-year, \$1.6 million grant, a portion of which was used to create this facilities fund.



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## Supplemental Reports

Electronic versions of the supplemental reports are available on-line and include the following:

- Supplemental Report 1:** 21st Century Charter School: Detailed Performance Assessment and Profile
- Supplemental Report 2:** Andrew J. Brown Academy: Detailed Performance Assessment and Profile
- Supplemental Report 3:** Charles A. Tindley Accelerated School: Detailed Performance Assessment and Profile
- Supplemental Report 4:** Christel House Academy: Detailed Performance Assessment and Profile
- Supplemental Report 5:** Flanner House Elementary School: Detailed Performance Assessment and Profile
- Supplemental Report 6:** Flanner House Higher Learning Center: Detailed Performance Assessment and Profile
- Supplemental Report 7:** Indianapolis Metropolitan Career Academy #1: Detailed Performance Assessment and Profile
- Supplemental Report 8:** Indianapolis Metropolitan Career Academy #2: Detailed Performance Assessment and Profile
- Supplemental Report 9:** KIPP Indianapolis College Preparatory: Detailed Performance Assessment and Profile
- Supplemental Report 10:** Southeast Neighborhood School of Excellence: Detailed Performance Assessment and Profile
- Supplemental Report 11:** Financial Status of Indianapolis Charter Schools
- Supplemental Report 12:** The Mayor's Charter School Accountability System
- Supplemental Report 13:** Notes on Methods Used to Gather and Analyze Information Included in the Accountability Report and Supplemental Reports

## Other Documents

Electronic versions of other documents referenced in the accountability report are available on-line and include the following:

- Charter School Accountability Handbook
- Charter School Performance Framework
- The "Charter" – Charter School Agreement
- Pre-Opening Visit Checklist
- Expert Site Visit Review Process and Protocol
- Third Year Self Evaluation and Site Visit Protocol
- Survey of Mayor-Sponsored Charter School Parents and Staff
- Charter School Governance and Compliance Handbook
- Detailed Descriptions of Schools Opening in Future Years

The Accountability Report, Supplemental Reports, and other documents referenced in the Accountability Report are on-line at: <http://www.indygov.org/eGov/Mayor/Education/Charter/Accountability/2005/home.htm>.

# A COMMITMENT TO ACCOUNTABILITY

Since 2001, Mayor Bart Peterson has exercised his authority to issue charters to create new public schools within Marion County. The first three charter schools authorized by Mayor Peterson opened in fall 2002, and an additional two schools opened in fall 2003. This report builds on previous reports to detail the performance of these five schools. This report also provides in-depth information about the five new Mayor-sponsored charter schools that completed their first year of operation in the spring of 2005.

The Mayor is committed to chartering only those schools that will provide the highest-quality education to the children of Indianapolis. To ensure this commitment, the Mayor's Office designed and implemented a comprehensive system for gathering detailed information about the schools the Mayor sponsors, obtaining expert analysis of schools' performance, and making the results fully available to the public. With significant funding from the Annie E. Casey Foundation, the Mayor's Office enlisted leading accountability and charter school experts from Indianapolis and around the country to design and implement its nationally renowned accountability system.

In 2004-05, the Mayor's Office evaluated schools in several ways and at several stages in the schools' lives, including:

## **Multiple carefully planned visits to each school.** These visits included:

**Pre-opening visits:** Guided by a detailed checklist, the Mayor's staff worked with each new Mayor-sponsored school prior to its opening to ensure that it was prepared to open in full compliance with education, health, safety, and other vital requirements.

**Two expert team visits:** Multi-member expert site teams visited Mayor-sponsored charter schools in their first or second year of operation for one full day in early winter, and again in late spring. (Note: one

team visited Flanner House Higher Learning Center for one day in the winter and two days in the early summer.) Site visit teams also visited the three third-year schools for one day in late spring. Using a well-designed protocol, the team observed classrooms, interviewed dozens of students, parents, teachers, administrators and Board members, and provided detailed reports on each school's progress. The site visit report was developed by the expert site visit team. In addition, in 2004-05, 21st Century Charter School, Christel House Academy, and Flanner House Elementary School were in their third year of operation – triggering the initiation of a comprehensive mid-charter review. These schools began a process of self-evaluation prior to the spring visit. Each of these schools made a televised presentation on October 6, 2005 to the Indianapolis Charter Schools Board, incorporating the results from the third-year self-evaluation.

**Governance and compliance visits:** The Mayor's charter schools staff conducts ongoing visits to examine schools' business and financial operations and to monitor compliance with various federal, state, local and Mayor's Office requirements.

**Independent, confidential surveys of parents and staff.** The Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis administered parent and teacher surveys in the spring of 2005. Close to half (47%) of all the families in the Mayor-sponsored charter schools responded to these anonymous surveys; virtually all staff members responded as well. Survey participants were asked to rate their satisfaction with the schools overall and on a variety of features.

**Expert analysis of test score data.** The Mayor's Office required each school to administer a rigorous, nationally recognized and norm-referenced standardized test to its students in both the fall and the spring. All

ten schools administered the well-regarded and widely used Northwest Evaluation Association's Measures of Academic Progress to meet this requirement. Experts in test score analysis from the American Institutes for Research examined how well students progressed in reading, language, and mathematics. The researchers employed state-of-the-art statistical techniques to determine each student's progress and whether students were making sufficient gains to reach proficiency within two years in these core subjects.

## **Outside review of each school's finances.**

The Mayor's Office contracted with an outside accounting firm, H.J. Umbaugh & Associates, to monitor each school's finances. Each quarter, H.J. Umbaugh reviews financial statements submitted by the schools, and produces an annual analysis of the schools' financial conditions. Additionally, the Indiana State Board of Accounts conducted an audit of finances and accounting processes for the schools that were in operation during the 2003-04 school year.

**Special education review.** At the request of the Mayor's Office, the Division of Exceptional Learners at the Indiana Department of Education conducts on-site reviews of the special education services provided by Mayor-sponsored charter schools completing their first year of operation, and also serves as an ongoing resource. The on-site visits are conducted to ensure the schools are operating in compliance with state and federal special education requirements and appropriately meeting the needs of their special education students.

Together, all of these sources of information provide a comprehensive, rich picture of how well Mayor-sponsored charter schools in Indianapolis are performing. This report is the primary means by which the Mayor's Office shares that information with the public.

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The Mayor is **committed** to chartering only those schools that will provide the highest-quality education to the **children** of Indianapolis.





*"We're pleased to be part of Mayor Bart Peterson's effort to provide kids and families in Indianapolis with more quality public school options that improve student achievement and help prepare young people for adult success in the worlds of work, family, and citizenship. These new public schools help families realize the aspirations that they have for their children. They also create effective partnerships and connections between teachers, families, community institutions, and students. Mayor Peterson remains steadfast in his commitment to charter and oversee schools that meet these critical standards."*

**Dr. Bruno Manno**

Senior Associate for Education, The Annie E. Casey Foundation

*"Through a variety of efforts, Mayor Peterson's office continues its unwavering commitment to ensuring that the schools he oversees provide all students with a free and appropriate public education. The Mayor's Office was instrumental in forming local and statewide special education cooperatives for charter schools, helped to bring the schools together for special education trainings, and regularly seeks out our guidance on school performance as related to their special education services. We look forward to continuing to work closely with the Mayor's Office to support the schools in this area."*

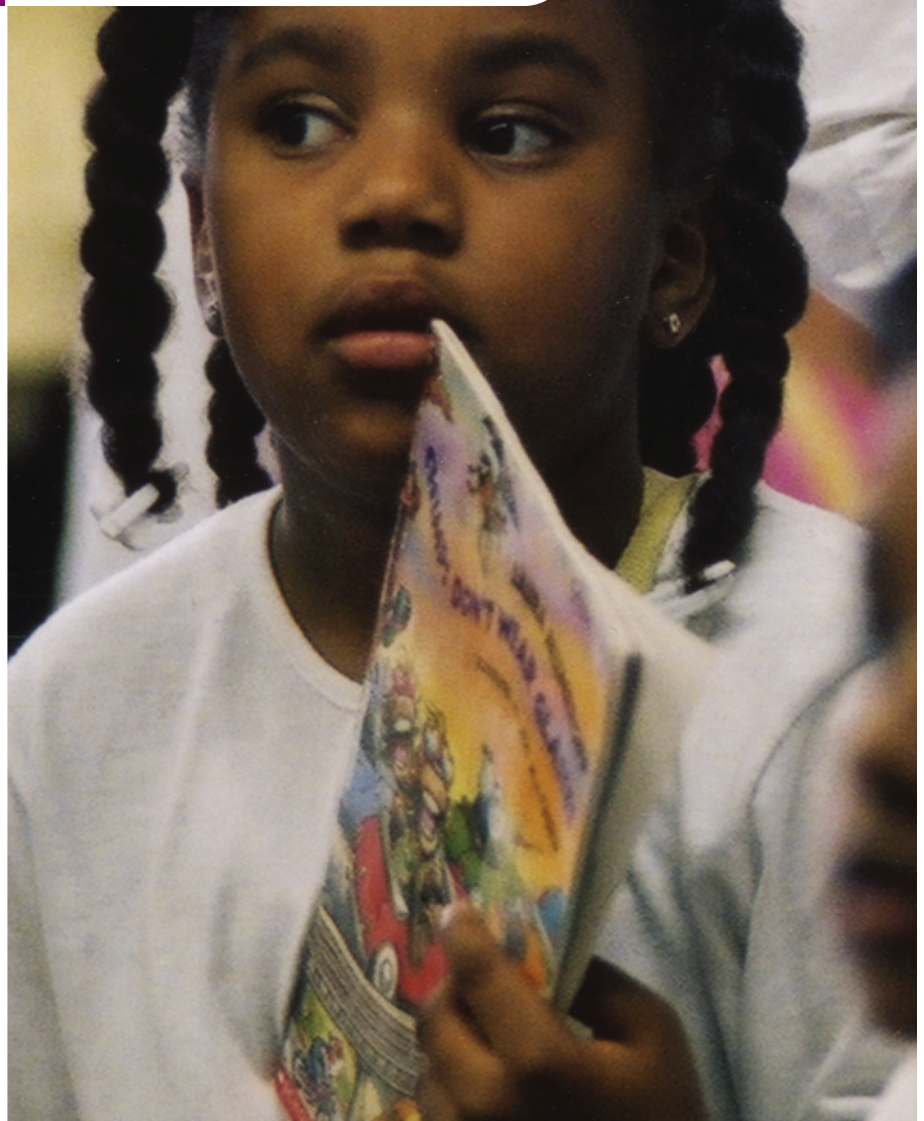
**Robert Marra**

Associate Superintendent, Division of Exceptional Learners, Indiana Department of Education

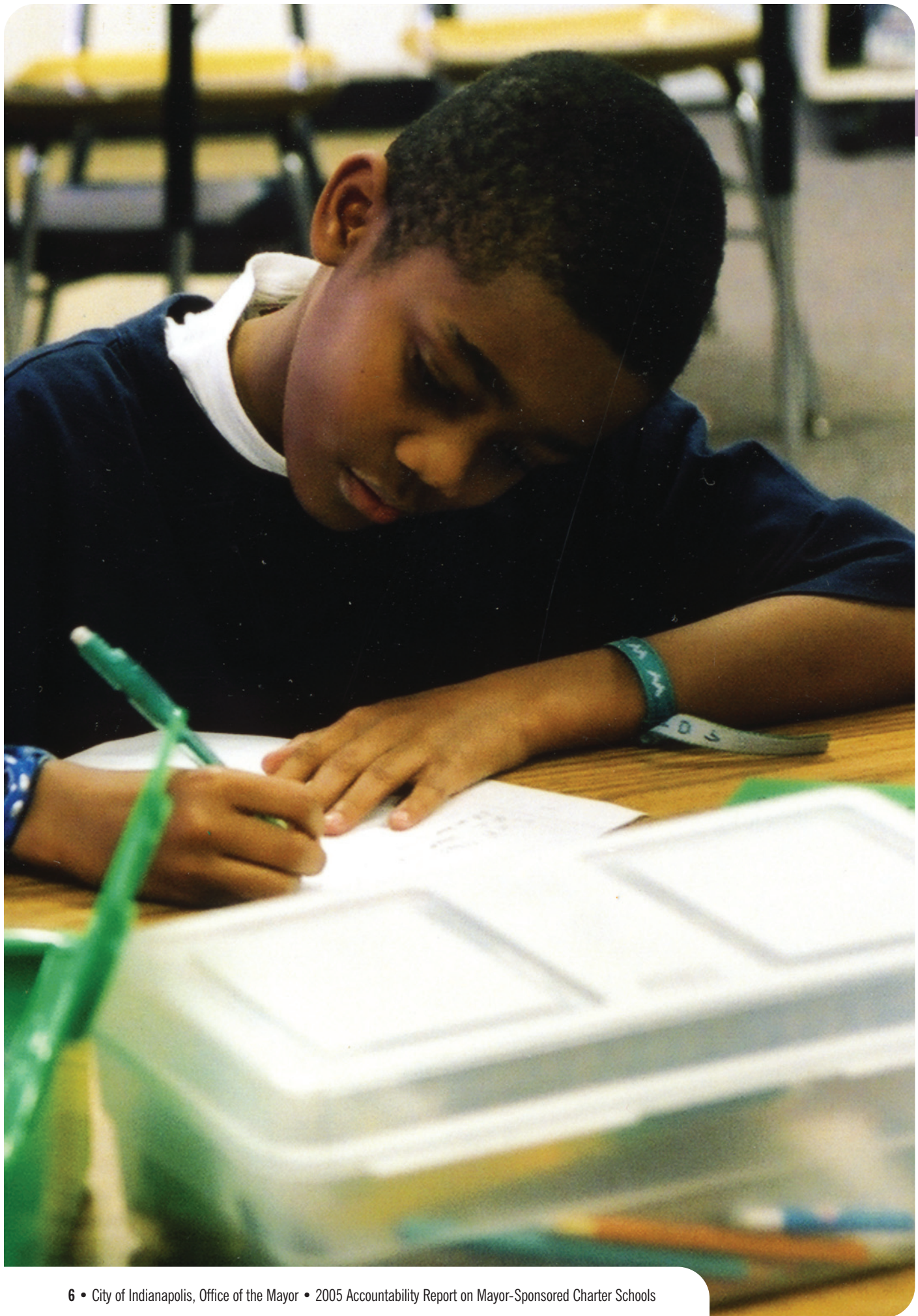
## ACCOUNTABILITY-RELATED DOCUMENTS DEVELOPED BY THE MAYOR'S OFFICE

- Charter School Accountability Handbook
- Charter School Performance Framework
- The "Charter" – Charter School Agreement
- Pre-Opening Visit Checklist
- Expert Site Visit Review Process and Protocol
- Third Year Self Evaluation and Site Visit Protocol
- Survey of Mayor-Sponsored Charter School Parents and Staff
- Charter School Governance and Compliance Handbook

These accountability-related documents developed by the Mayor's Office are available on-line at <http://www.indygov.org/eGov/Mayor/Education/Charter/Accountability/2005/home.htm>.









# THE SCHOOLS

## SUMMARY OF PERFORMANCE

Using the results from all of the above evaluation techniques, the Mayor's Office analyzed each school's performance in 2004-05. The aim of this analysis was to answer a series of questions about how well each school performed. These questions are part of the Mayor's Charter School Performance Framework, summarized below:

### Is the educational program a success?

- Is the school making adequate yearly academic progress, as measured by the Indiana Department of Education's system of accountability?
- Are students making substantial and adequate gains over time, as measured using value-added analysis?

### Is the organization effective and well-run?

- Is the school in sound fiscal health?
- Are the school's student enrollment, attendance, and retention rates strong?
- Is the school's board active and competent in its oversight?
- Is there a high level of parent satisfaction with the school?

- Is the school administration strong in its academic and organizational leadership?

### Is the school meeting its operations and access obligations?

- Has the school satisfactorily completed all of its organizational structure and governance obligations?
- Is the school's physical plant safe and conducive to learning?
- Has the school established and implemented a fair and appropriate pupil enrollment process?
- Do eligible students have reasonable and safe transportation options available to them?
- Is the school fulfilling its legal obligations related to access and services to students with special needs and those with limited English proficiency?

### Is the school providing the appropriate conditions for success?

- Is the school's mission clearly understood by all stakeholders?
- Does the school have a high quality curriculum and supporting materials for each grade?

- Does the school effectively use learning standards and assessments to inform and improve instruction?
- Is the school climate conducive to student and staff success?
- Are the teaching processes (pedagogies) consistent with the school's mission?
- Is ongoing communication with students and parents adequate, clear and helpful?
- Has the school developed adequate human resource systems and deployed its staff effectively?

This section provides information about how Mayor-sponsored charter schools as a group are performing, followed by a summary of performance information by individual school. The summaries provided below address the four main questions in the Mayor's Charter School Performance Framework, which can be found in its entirety at <http://www.indygov.org/eGov/Mayor/Education/Charter/Accountability/2005/home.htm>.

Detailed performance information on each school is included in a series of supplemental reports, also available on-line at the website listed above.

## IS THE EDUCATIONAL PROGRAM A SUCCESS?

### ADEQUATE YEARLY PROGRESS

The Indiana Department of Education annually determines whether each public school in the state made Adequate Yearly Progress (AYP) towards academic and performance goals. New schools receive a rating at the end of their second year of operation. Five Mayor-sponsored charter schools have been in operation long enough to receive an AYP determination. Four of these five schools made AYP, while the fifth (the Flanner House Higher Learning Center) did not. AYP is determined for a number of indicators based on the student subgroups present at a school. ■ **CHART A** shows the fraction of indicators for which each Mayor-sponsored school met AYP goals.

**A**

### 2005 ADEQUATE YEARLY PROGRESS DETERMINATIONS

	AYP	Indicators	Reasons did not make AYP
21st Century Charter School	Yes	7/7	
Andrew J. Brown Academy	Yes	10/10	
Christel House Academy	Yes	13/13	
Flanner House Elementary School	Yes	10/10	
Flanner House Higher Learning Center	No	2/4	Did not meet Math & English targets

*Source: Indiana Department of Education. AYP determinations are required by the federal No Child Left Behind legislation. ■ Schools are only evaluated in a particular subgroup if they had a minimum of 30 students in that subgroup enrolled for a full year prior to testing, or a minimum of 40 students in that subgroup enrolled at the time of testing for participation purposes. None of the Mayor-sponsored charter schools had the necessary number of qualifying students in the following subgroups: American Native, Asian, Hispanic, Limited English Proficient, and Special Education.*

# ISTEP+ RESULTS: CHANGE OVER TIME

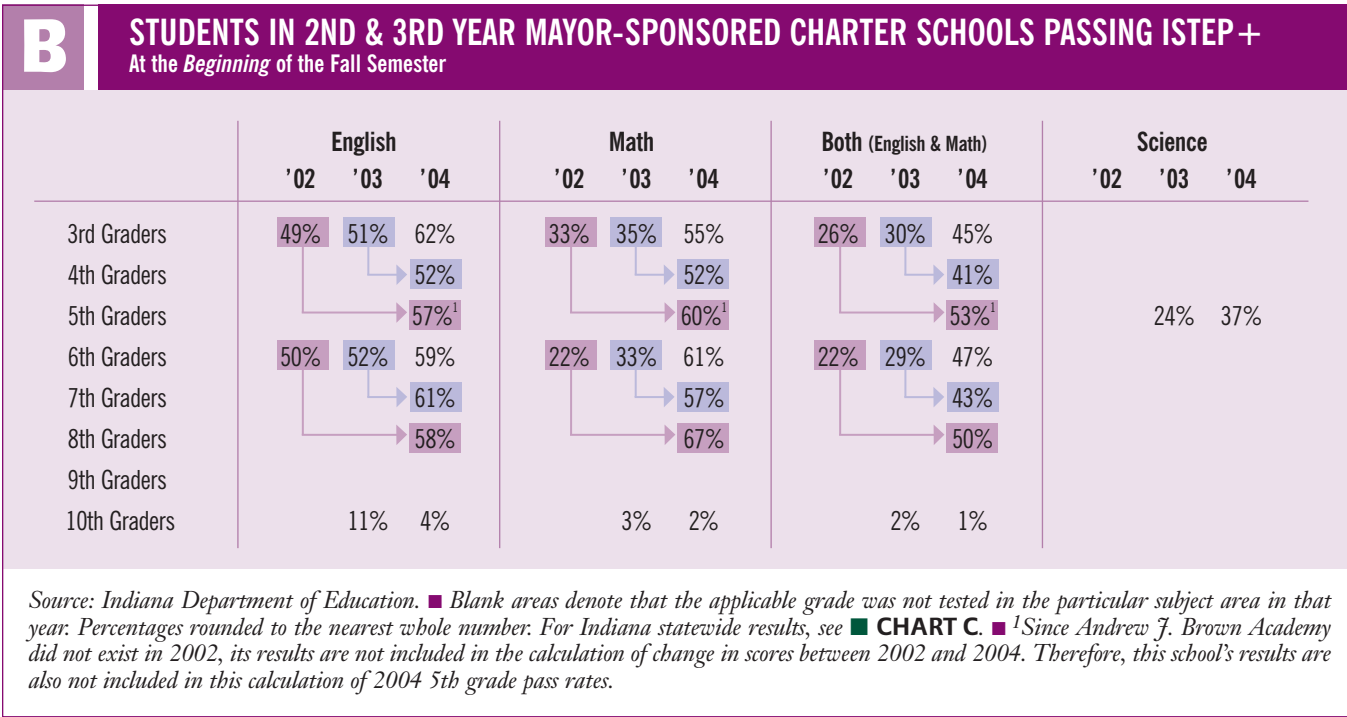
■ **CHART B** shows ISTEP+ results for second- and third-year Mayor-sponsored schools – the only schools that had been in operation long enough to have administered the ISTEP+ at least two times. The schools included in ■ **CHART B** are 21st Century Charter School, Andrew J. Brown Academy, Christel House Academy, Flanner House Elementary School and Flanner House Higher Learning Center. It is possible to use the linked

boxes in this figure to compare the performance of overall classes of students at two points in time: 7th and 4th graders in 2004 were 6th and 3rd graders (respectively) in 2003; 8th and 5th graders in 2004 were 6th and 3rd graders (respectively) in 2002.

■ **CHART C** displays the same comparisons for Indiana as a whole.

Across all twelve of these comparisons, pass rates at Mayor-sponsored charter schools rose by a weighted average of 16

percentage points. For the six one-year changes (2003 to 2004), the average increase was 10 points. For the six two-year changes (2002-2004), the average increase was 22 points. These figures are not perfect measures of how much individual students are learning over time because the group of students tested changes somewhat from one year to the next. This approach is, however, much more meaningful than comparing, for example, this year's 3rd graders with last year's 3rd graders.





## C

## STUDENTS IN INDIANA PASSING ISTEP+ At the *Beginning* of the Fall Semester

	English			Math			Both (English & Math)			Science		
	'02	'03	'04	'02	'03	'04	'02	'03	'04	'02	'03	'04
3rd Graders	72%	74%	75%	67%	71%	73%	59%	63%	65%			
4th Graders			73%			73%			64%			
5th Graders			72%			72%			63%			
6th Graders	69%	69%	70%	67%	72%	75%	59%	62%	63%			
7th Graders			68%			73%			61%			
8th Graders			67%			71%			61%			
9th Graders												
10th Graders		69%	68%		67%	64%		60%	57%			

Source: Indiana Department of Education. ■ Blank areas denote that the applicable grade was not tested in the particular subject area that year. Percentages rounded to the nearest whole number.

Each charter school must meet **stringent** measures of **performance** and **achievement**.

# GROWTH IN TEST SCORES OVER TIME

Charter schools administered the highly-regarded Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. American Institutes for Research (AIR), a major nonprofit research organization, analyzed the results for the Mayor's Office to answer two questions about how much students learned over the course of the 2004-05 academic year:

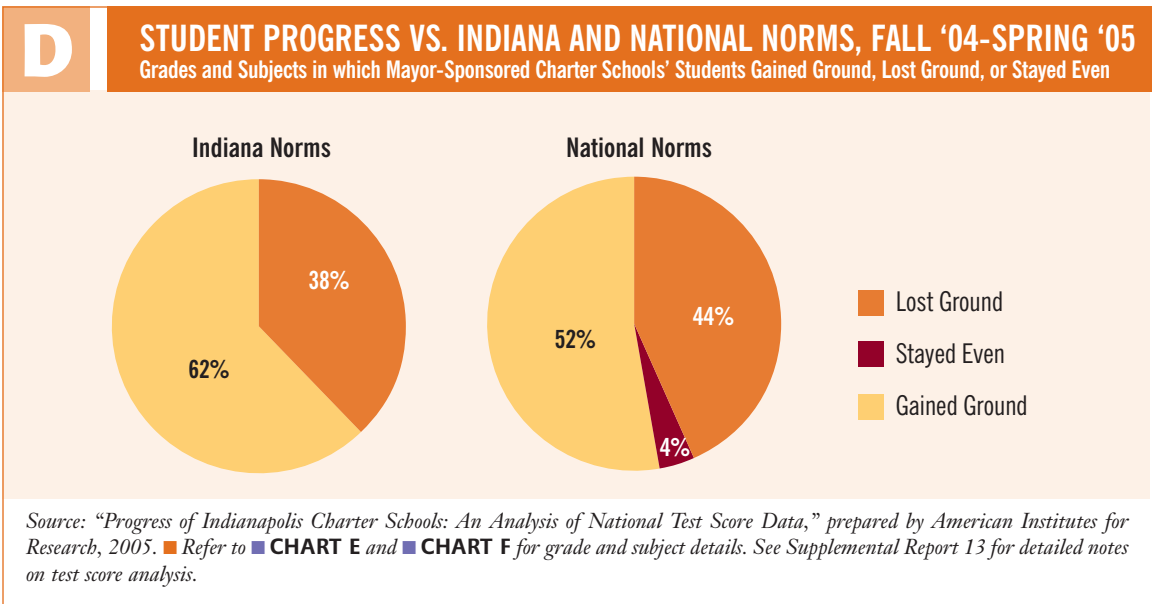
- Did students gain ground, lose ground, or stay even relative to their peers nationally and in Indiana?
- What proportion of students made sufficient progress to reach proficiency over time?

## Comparative Gains: How much did Mayor-sponsored charter school students improve relative to their peers?

AIR was able to compare the average gains of students at Mayor-sponsored charter schools with those of students across Indiana (■ CHART E) and the US (■ CHART F). The figures show where Mayor-sponsored charter school students gained ground, lost ground, or stayed even relative to their peers. As the pie charts below show, students at Mayor-sponsored charter schools gained ground relative to their Indiana peers in thirteen out of twenty-one (62%) grades and subjects for which results are

available (■ CHART D). They gained ground relative to their national peers in twelve out of twenty-three (52%) grades and subjects (■ CHART D).

No comparisons are presented for grades 10 through 12. Flanner House Higher Learning Center was the only school with these grades, and too few of the school's students took the tests in both fall and spring to allow the scores to be reported. Similar to Indiana Department of Education policy, this report does not present results when fewer than ten students in a given grade or subject took the test in both fall and spring.





## E

## ACADEMIC PROGRESS OF STUDENTS

Mayor-Sponsored Charter Schools (MSCS) vs. Indiana Norms (IN), Fall 2004 Through Spring 2005

Grade/Subject	MSCS Gains vs. IN Gains		Gained or Lost Ground		
	School Gains	IN Gains	Gained Ground	Stayed Even	Lost Ground
2nd Grade Math	13.6	-			
2nd Grade Reading	12.8	-			
2nd Grade Language	15.1	-			
3rd Grade Math	10.1	10.6			-0.5
3rd Grade Reading	8.6	9.0			-0.4
3rd Grade Language	10.4	8.5	1.9		
4th Grade Math	9.8	8.8	1.0		
4th Grade Reading	7.4	6.8	0.6		
4th Grade Language	10.9	5.8	5.1		
5th Grade Math	12.9	9.0	3.9		
5th Grade Reading	9.4	5.9	3.5		
5th Grade Language	12.0	5.2	6.8		
6th Grade Math	9.7	9.1	0.6		
6th Grade Reading	3.2	5.3			-2.1
6th Grade Language	5.6	4.1	1.5		
7th Grade Math <sup>1</sup>	6.1	7.3			-1.2
7th Grade Reading <sup>1</sup>	3.9	4.1			-0.2
7th Grade Language <sup>1</sup>	7.0	3.0	4.0		
8th Grade Math	3.5	7.0			-3.5
8th Grade Reading	1.7	4.1			-2.4
8th Grade Language	4.0	3.2	0.8		
9th Grade Math	2.8	6.2			-3.4
9th Grade Reading	3.4	1.6	1.8		
9th Grade Language	3.0	2.0	1.0		

**How to Read this Figure:** The fourth row, as an example, under the Grade/Subject column is 3rd grade math. The numbers in that row show that 3rd grade students in Mayor-sponsored charter schools made an average gain of 10.1 points, compared to 10.6 points for the average IN student. These students “lost ground” compared to the average IN student because their average gains were 0.5 points lower.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by American Institutes for Research, 2005. ■ A notation of “-” indicates that no comparison data are available for that grade and subject. Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 13 for detailed notes on test score analysis. ■ <sup>1</sup> Results for 7th grade only include 21st Century Charter School. No other school had a 7th grade in 2004-05.

## ACADEMIC PROGRESS OF STUDENTS

Mayor-Sponsored Charter Schools (MSCS) vs. National Norms (US), Fall 2004 Through Spring 2005

Grade/Subject	MSCS Gains vs. US Gains		Gained or Lost Ground		
	School Gains	US Gains	Gained Ground	Stayed Even	Lost Ground
2nd Grade Math	13.6	15.7			-2.1
2nd Grade Reading	12.8	14.9			-2.1
2nd Grade Language	15.1	-			
3rd Grade Math	10.1	11.8			-1.7
3rd Grade Reading	8.6	10.4			-1.8
3rd Grade Language	10.4	9.3	1.1		
4th Grade Math	9.8	8.9	0.9		
4th Grade Reading	7.4	7.4		0.0	
4th Grade Language	10.9	6.5	4.4		
5th Grade Math	12.9	8.8	4.1		
5th Grade Reading	9.4	6.3	3.1		
5th Grade Language	12.0	5.8	6.2		
6th Grade Math	9.7	8.1	1.6		
6th Grade Reading	3.2	5.3			-2.1
6th Grade Language	5.6	4.5	1.1		
7th Grade Math <sup>1</sup>	6.1	6.9			-0.8
7th Grade Reading <sup>1</sup>	3.9	4.3			-0.4
7th Grade Language <sup>1</sup>	7.0	3.6	3.4		
8th Grade Math	3.5	7.1			-3.6
8th Grade Reading	1.7	4.2			-2.5
8th Grade Language	4.0	3.5	0.5		
9th Grade Math	2.8	5.8			-3.0
9th Grade Reading	3.4	2.9	0.5		
9th Grade Language	3.0	2.4	0.6		

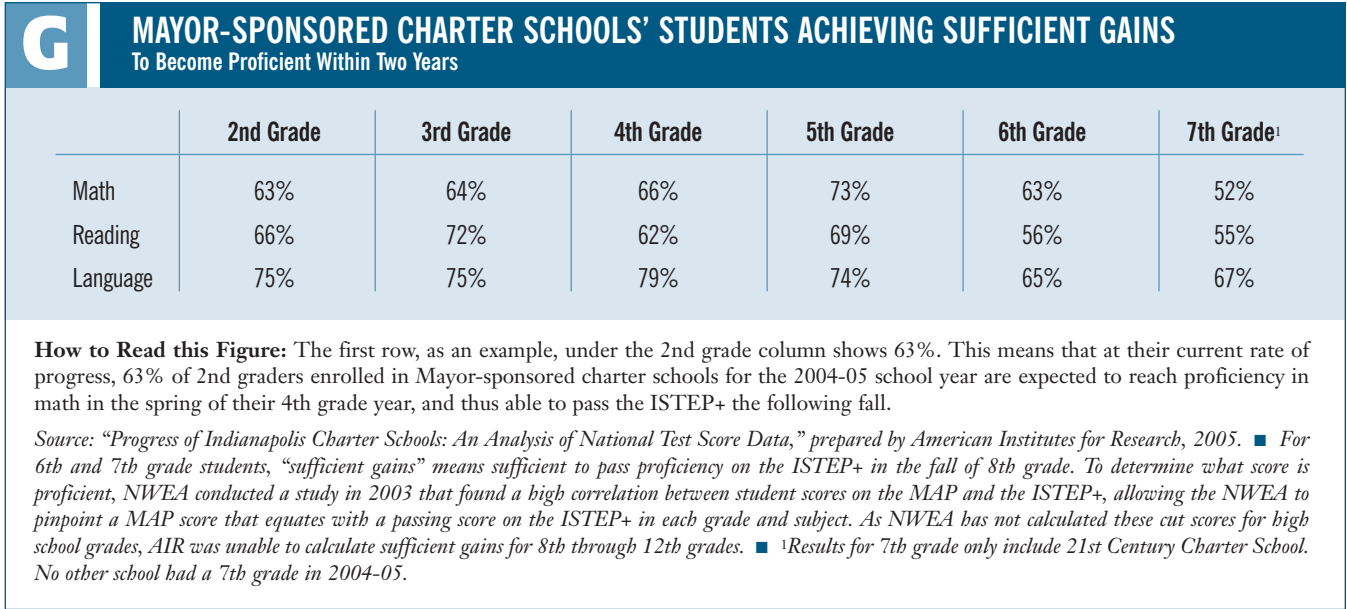
**How to Read this Figure:** The first row, as an example, under the Grade/Subject column is 2nd grade math. The numbers in that row show that 2nd grade students in Mayor-sponsored charter schools made an average gain of 13.6 points, compared to 15.7 points for the average US student. These students “lost ground” compared to the average US student because their average gains were 2.1 points lower.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by American Institutes for Research, 2005. ■ A notation of “-” indicates that no comparison data are available for that grade and subject. Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 13 for detailed notes on test score analysis. ■ <sup>1</sup> Results for 7th grade only include 21st Century Charter School. No other school had a 7th grade in 2004–05.

**Sufficient Gains:**  
**What proportion of students is on track to reach proficiency?**  
AIR projected each Mayor-sponsored charter school student's *future* MAP test score based on the gain he or she achieved between fall 2004 and spring 2005. If the student continued to gain at the same rate, would he or she be

proficient in the subject within two years, and therefore able to pass the ISTEP+ the following fall? If so, he or she made "sufficient gains." AIR calculated the percentage of students who made sufficient gains in each subject and grade.  
■ **CHART G** displays the percentage of students across Mayor-sponsored

charter schools who made sufficient gains within each subject and grade. Sufficient gain calculations are only possible for students in grades 2 through 7 because NWEA does not currently publish proficiency levels for grades higher than grade 8.



Charter schools know that they will be measured by a system that is rigorous, relevant, and transparent.



# ARE THE ORGANIZATIONS EFFECTIVE AND WELL-RUN?

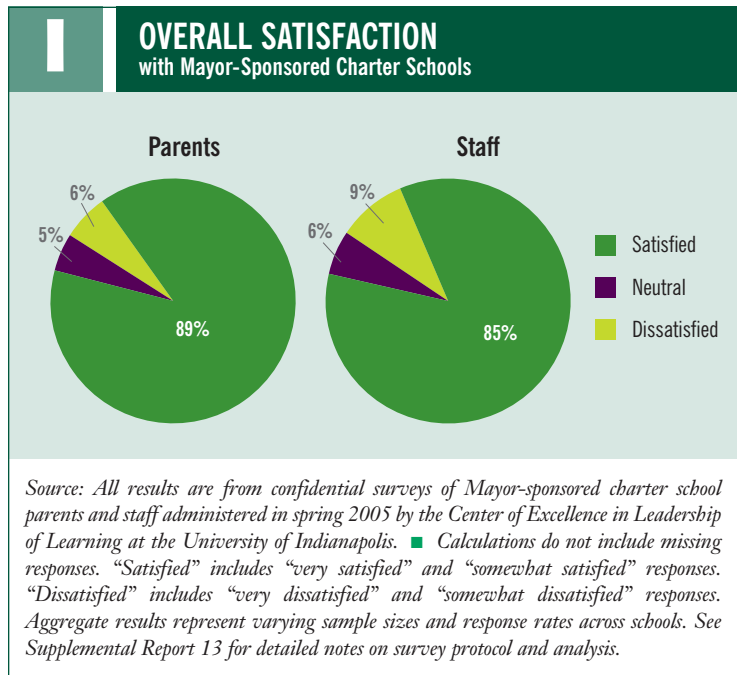


## EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visit Teams, Reviews by an Outside Accounting Firm, Results from an Independent Survey, and Oversight by the Mayor's Office

	Findings
Fiscal Health	All schools are managing their financial practices satisfactorily; two schools (Flanner House Elementary School and the Flanner House Higher Learning Center) need to fix their procedures for proper and timely allocation of shared costs between the schools. The Flanner House Higher Learning Center did not accurately report enrollment figures to the Indiana Department of Education in 2003-04 and 2004-05 based on an audit by the Indiana State Board of Accounts. In 2003-04 and 2004-05, the State of Indiana and the local county auditors paid the Flanner House Higher Learning Center for 98 students for whom the school could not substantiate attendance and receipt of educational services. As a result, the Flanner House Higher Learning Center will have to forgo over \$600,000 in state and local revenue for the school in order to repay revenue incorrectly received in 2003-04 and 2004-05.
Board Governance	Several Boards provide extraordinary support for their schools and do an excellent job of holding their schools accountable for performance. Most Boards are diversified, engaged, and discuss substantive issues at board meetings. For several schools, better documentation in minutes and improved communication with constituents about members and/or meetings is warranted.
Leadership	Most schools have exceptional school leaders, which is a major factor in their success. Effective and/or stable leadership is needed at Christel House Academy. Several schools need to establish better reporting and compliance mechanisms.

## PARENT AND STAFF SURVEY RESULTS



**K PARENTS AND STAFF WHO ARE LIKELY TO...**

	Parents	Staff
Recommend the school to friends and colleagues	81%	69%
Return to the school next year	85%	85%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2005 by the Center of Excellence in Leadership of Learning at the University of Indianapolis. ■ Calculations include "extremely likely" and "very likely" responses. Calculations do not include missing responses. Aggregate results represent varying sample sizes and response rates across schools. See Supplemental Report 13 for detailed notes on survey protocol and analysis.

**J PARENTS/STAFF EVALUATION**  
Excellent/Very Good Responses of Select Features

	Parents	Staff
Overall quality of education	78%	70%
Quality of teaching/instruction	69%	77%
Curriculum/academic program	70%	67%
Individualized student attention	65%	60%
Student-teacher ratio/class size	61%	55%
Services provided to special needs students <sup>1</sup>	58%	39%
Opportunities for parental involvement	79%	68%
School administration	66%	56%
Faculty/teachers	69%	74%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2005 by the Center of Excellence in Leadership of Learning at the University of Indianapolis. ■ Only selected features are presented here. Each school's supplemental report provides results for an expanded list of features. Calculations include "excellent" and "very good" responses. Calculations do not include missing or "don't know" responses. See Supplemental Report 13 for detailed notes on survey protocol and analysis. ■<sup>1</sup>Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.

## ARE THE SCHOOLS MEETING THEIR OPERATIONS AND ACCESS OBLIGATIONS?

Nine of the ten charter schools in operation in 2004-05 satisfactorily met their obligations to provide access to students across Indianapolis. Three of the ten schools (21st Century Charter School, Andrew J. Brown Academy, and Christel House Academy) achieved satisfactory compliance with all other legal and contractual obligations. The remaining schools (including all first year schools), however, struggled with timely submission of reports and maintenance of required documents for inspection at the school site. In one particular school (the Flanner House Higher Learning Center), several areas of concern were highlighted by the expert site visit team and the Mayor's Office, involving significant deviations from the charter application, physical plant maintenance, and special education compliance. Additional information on Flanner House Higher Learning Center can be found in Supplemental Report 6.

At the request of the Mayor's Office, in May 2005 the Division of Exceptional Learners at the Indiana Department of Education conducted an on-site review of the special education services provided by the five new Mayor-sponsored charter schools completing their first year of operation (Charles A. Tindley Accelerated School, Indianapolis Metropolitan Career Academies #1 and #2, KIPP Indianapolis College Preparatory, and the Southeast Neighborhood School of Excellence). These visits were conducted to determine whether the new schools were operating in compliance with state and federal

special education requirements and appropriately meeting the needs of students requiring special education. According to Robert Marra, Associate Superintendent of the Indiana Department of Education in the Division of Exceptional Learners, "overall, three of the five schools (Charles A. Tindley Accelerated School, KIPP Indianapolis College Preparatory, and the Southeast Neighborhood School of Excellence) are providing appropriate services for their special needs students. The other two schools (Indianapolis Metropolitan Career Academies #1 and #2) did not have the appropriate staff until the spring to begin implementing and monitoring services. Staff members at all of the schools, nonetheless, have shown that they are committed to serving all students, including those with disabilities. The schools should continue to establish necessary processes and deepen their understanding of special education law, particularly to ensure that students' Individualized Education Plans (IEP) include all of the components required by law."

All of the Mayor-sponsored schools operating in 2004-05 were members of the Indiana charter school special education cooperative. During visits with the new schools, Mr. Marra noted that "the schools need to receive better, timelier support from the cooperative. Teachers need services, tools and training to help students be successful and also to ensure compliance, and these supports should come from the special education cooperative. Specifically, the cooperative should provide its charter

schools with training on the IEP and special education law; establishing procedures for continuing contact with local staff in order to respond to individual issues and staff needs is vital. The special education cooperative also should develop a definite plan to address personnel needs to respond to the growing number of charter schools and thus students with disabilities in the schools."

Similar visits were conducted in previous years with the Mayor-sponsored charter schools that recently completed their second and third years of operation. Mr. Marra stated that "these schools continue to provide the appropriate services for their special education students and meet the same standards required of all public schools in Indiana."

At the request of the Mayor-sponsored charter schools, Mr. Marra's office organized a meeting in spring 2005 for the schools on basic special education information as well as on how to build a strong cooperative. According to Mr. Marra, "we were pleased that representatives from 21st Century Charter School, Flanner House Elementary School, the Flanner House Higher Learning Center, and the Southeast Neighborhood School of Excellence attended this important meeting." Absent were Andrew J. Brown Academy, Charles A. Tindley Accelerated School, Christel House Academy, Indianapolis Metropolitan Career Academies #1 and #2 and KIPP Indianapolis College Preparatory.



# ARE THE SCHOOLS PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

## Expert site visit team's key comments

According to expert site visit team leader Dr. Ruth Green of the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis, "we are pleased to report on the progress of the charter schools sponsored by the Mayor's Office."

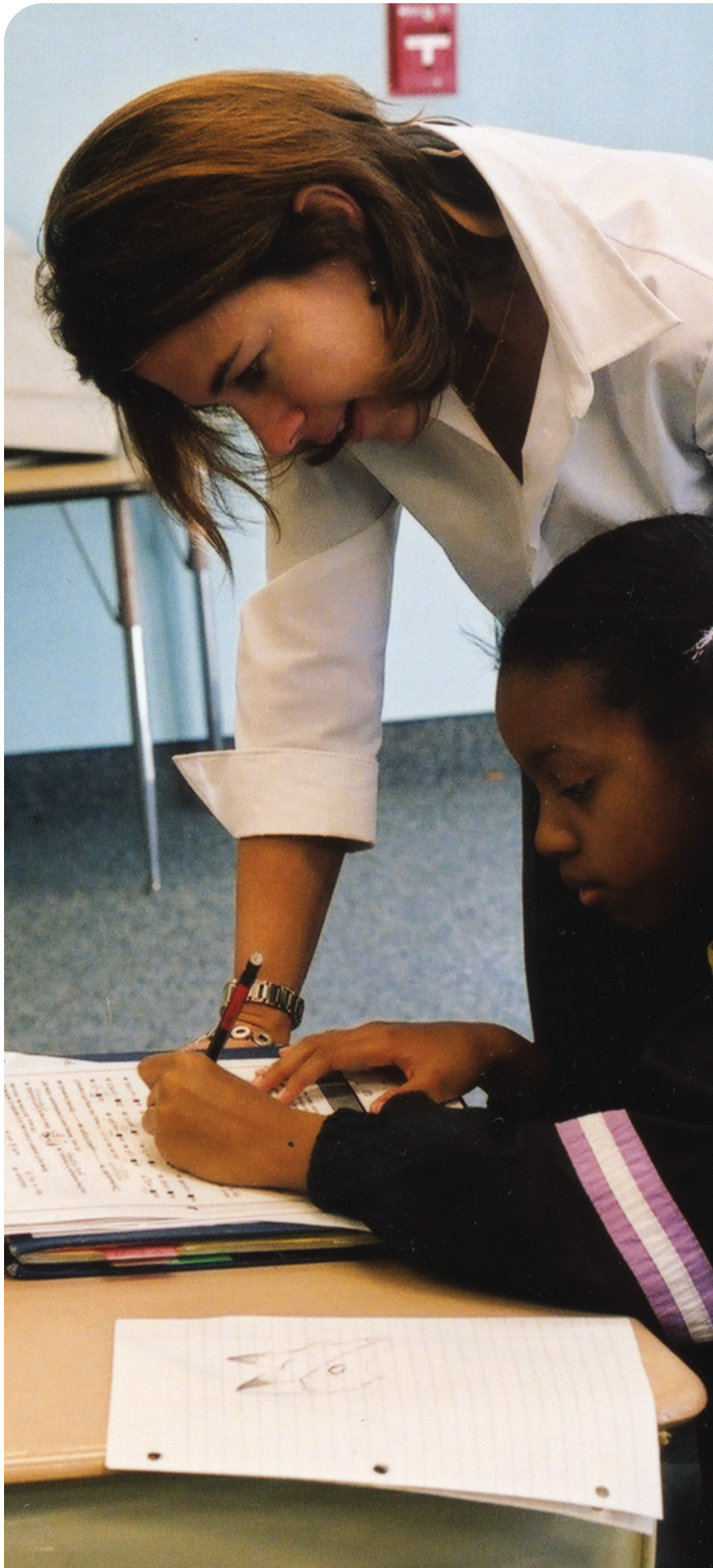
- **Schools opening in 2002-03.** "The three pioneer schools, 21st Century Charter School, Christel House Academy and Flanner House Elementary School, continue to operate at high levels and now are at a stage operationally where they can begin to target their focus on the continuous improvement of their academic programs."
- **Schools opening in 2003-04.** "Andrew J. Brown Academy, now in its second year of operation, continues to provide a positive social and academic environment for its

students; the school has developed exemplary programs and processes to support student learning. The Flanner House Higher Learning Center, also finishing its second year, continues to face serious academic and organizational challenges that interfere with the school's ability to attain its mission. Significant immediate changes are required."

[Note: Flanner House Higher Learning Center's charter was revoked in October 2005.]

- **Schools opening in 2004-05.** "The five new schools that opened this past year offer a range of educational programs and services and each school finished the year on solid footing. Charles A. Tindley Accelerated School has succeeded overall in establishing a climate characterized by high expectations and rigor. KIPP Indianapolis College Preparatory has developed a

strong culture among its students and staff that promotes a constant focus on doing whatever it takes to help students achieve success. Indianapolis Metropolitan Career Academies #1 and #2, in collaboration with Goodwill Industries of Central Indiana Inc., have each developed important community partnerships that provide relevant, real-world internship experiences for their students. And, finally, the Southeast Neighborhood School of Excellence provides learning experiences focused on student performance and corrective feedback in an environment in which students are eager to come to school and learn. Each school has its unique areas for improvement, but we appreciate the drive each has to tackle the challenges ahead of them as they strive to further strengthen their offerings and operations."



GRADES SERVED IN 04-05

**K-8**

NUMBER OF STUDENTS  
ENROLLED IN 04-05

**187**

*Source: Indiana Department  
of Education, based on school's  
Pupil Enrollment Count reported  
every October.*

21st Century Charter School's  
educational program aims to  
combine **innovative**  
technology-based learning,  
small group instruction and  
project-based **learning** to  
allow students to learn at their  
own pace and enable teachers to  
provide students with **more**  
individualized attention.

# 21ST CENTURY CHARTER SCHOOL

## SUMMARY OF PERFORMANCE

The 21st Century Charter School is dedicated to ensuring that all students show growth in character, academics, life skills, the arts, and wellness, using teaching methods tailored to meet each student's needs. The school's educational program aims to combine innovative technology-based learning, small group instruction and project-based learning to allow students to learn at their own pace and enable teachers to provide students with more individual attention.

## IS THE EDUCATIONAL PROGRAM A SUCCESS?

### 21st Century Charter School

**A**

#### 2005 ADEQUATE YEARLY PROGRESS

As Determined by the Indiana Department of Education

Overall Determination: Yes	English	Math	Attendance	Participation Rate <sup>1</sup>
All students	Yes	Yes	Yes	Yes
Black, not of Hispanic origin	Yes	Yes		Yes
White, not of Hispanic origin				
Free/reduced-price lunch				

Source: Indiana Department of Education. AYP determinations are required by the federal No Child Left Behind legislation. Blank areas denote that the Indiana Department of Education concluded that it was not possible to make a determination in the particular category for this school. The Indiana Department of Education also concluded that it was not possible to make a determination in other subgroups (e.g., Hispanic, Limited English Proficient, or Special Education) for any of the Mayor-Sponsored Charter Schools; thus these categories are not included in this figure. Attendance Rate determination is only made for "All Students," not for subgroups. ■ <sup>1</sup>To meet AYP goals, 95% of eligible students must participate in testing.

### ISTEP+ RESULTS

Starting this year, all public schools in Indiana administered the ISTEP+ in grades 3 through 10 in both English and math. Some students have now taken the ISTEP+ twice while at 21st Century Charter School. The arrows in **CHART B** show how a particular grade performed in two different years (e.g., how 4th graders in 2004 performed in 2003 as 3rd graders and how 5th graders in 2004 performed in 2002 as 3rd graders). For example, 40% of 3rd graders passed the English ISTEP+ in 2003, while 45% passed as 4th graders in 2004. While the percent passing each year does not factor in the changing student population from year to year, simple comparisons of the percent passing give an indication of general student performance trends at the school. Refer to the following section for measures of individual student growth over the course of the 2004-05 school year. As ISTEP+ continues to be administered in all grades, the Mayor's Office will be able to determine how much progress individual students in this school make on ISTEP+ over time.

### 21st Century Charter School

**B**

#### STUDENTS PASSING ISTEP+ TESTS

At the Beginning of the Fall Semester

	English			Math			Both (English & Math)			Science		
	'02	'03	'04	'02	'03	'04	'02	'03	'04	'02	'03	'04
3rd Graders	63%	40%	63%	31%	30%	63%	19%	30%	58%			
4th Graders			45%			40%			35%			
5th Graders			44%			44%			40%			
6th Graders	50%	52%	44%	22%	33%	48%	22%	29%	36%	6%	36%	
7th Graders			61%			57%			44%			
8th Graders			58%			67%			50%			

Source: Indiana Department of Education. ■ See page 9 in the main report for statewide data. Percentages rounded to the nearest whole number. Blank areas denote that Indiana did not offer a particular subject test in that grade for that year, or there were no students in the applicable grade in this school at the time of testing.



# GROWTH IN TEST SCORES OVER TIME

Charter schools administered the highly-regarded Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. American Institutes for Research (AIR), a major nonprofit research organization, analyzed the results for the Mayor's Office to answer two questions about how much students learned over the course of the 2004-05 academic year:

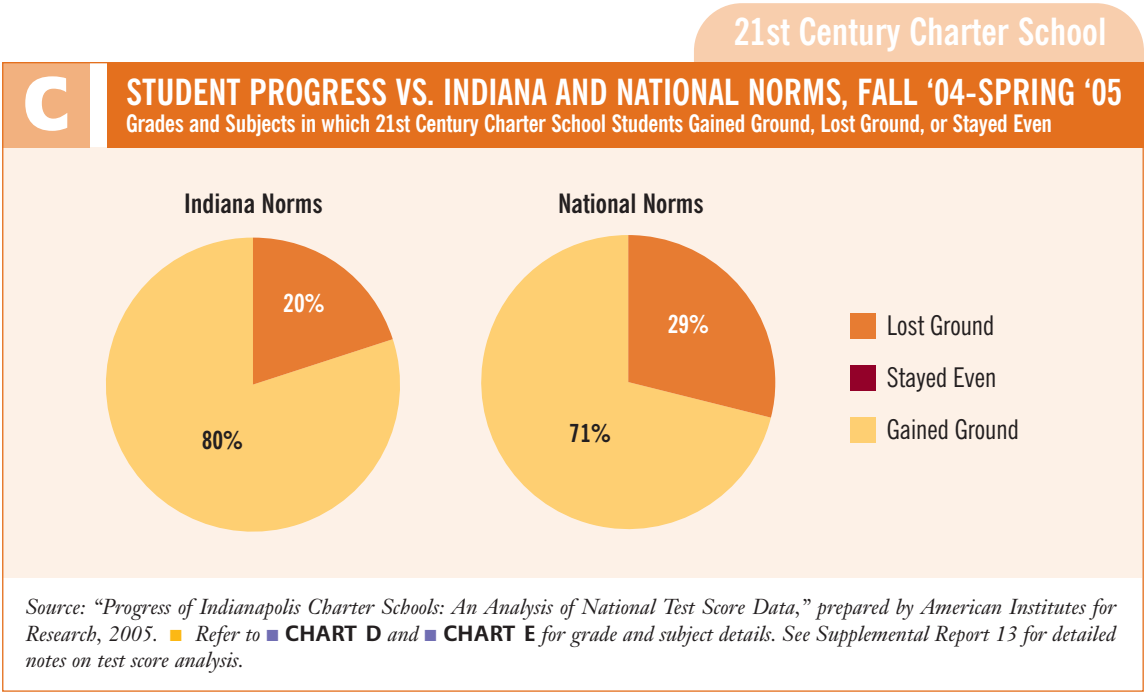
- Did students gain ground, lose ground, or stay even relative to their peers nationally and in Indiana?

- What proportion of students made sufficient progress to reach proficiency over time?

## Comparative Gains: How much did 21st Century Charter School students improve relative to their peers?

AIR was able to compare the average gains of students at 21st Century Charter School with those of students across Indiana (■ CHART D) and the US (■ CHART E). The figures show where 21st Century Charter School

students gained ground, lost ground, or stayed even relative to their peers. As the pie charts below show, 21st Century Charter School students gained ground relative to their Indiana peers in twelve out of fifteen (80%) grades and subjects (■ CHART C). They gained ground relative to their national peers in twelve out of seventeen (71%) grades and subjects (■ CHART C).





## ACADEMIC PROGRESS OF STUDENTS

21st Century Charter School vs. Indiana Norms (IN), Fall 2004 Through Spring 2005

Grade/Subject	21st Century Charter School Gains vs. IN Gains		Gained or Lost Ground		
	School Gains	IN Gains	Gained Ground	Stayed Even	Lost Ground
2nd Grade Math	13.1	-			
2nd Grade Reading	7.8	-			
2nd Grade Language	16.0	-			
3rd Grade Math	14.4	10.6	3.8		
3rd Grade Reading	12.2	9.0	3.2		
3rd Grade Language	15.7	8.5	7.2		
4th Grade Math	13.3	8.8	4.5		
4th Grade Reading	17.5	6.8	10.7		
4th Grade Language	10.8	5.8	5.0		
5th Grade Math	9.9	9.0	0.9		
5th Grade Reading	11.0	5.9	5.1		
5th Grade Language	5.9	5.2	0.7		
6th Grade Math	8.0	9.1			-1.1
6th Grade Reading	7.9	5.3	2.6		
6th Grade Language	9.2	4.1	5.1		
7th Grade Math	6.1	7.3			-1.2
7th Grade Reading	3.9	4.1			-0.2
7th Grade Language	7.0	3.0	4.0		
8th Grade Math	*	7.0			
8th Grade Reading	*	4.1			
8th Grade Language	*	3.2			

**How to Read this Figure:** The fourth row, as an example, under the Grade/Subject column is 3rd grade math. The numbers in that row show that 3rd grade students at 21st Century Charter School made an average gain of 14.4 points, compared to 10.6 points for the average IN student. These students “gained ground” compared to the average IN student because their average gains were 3.8 points higher.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by American Institutes for Research, 2005. ■ A notation of “\*” indicates no growth data are reported because fewer than ten students had growth data in this grade and subject. This follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below ten (Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 31). A notation of “-” indicates that no comparison data are available for that grade and subject. Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 13 for detailed notes on test score analysis.

## ACADEMIC PROGRESS OF STUDENTS

21st Century Charter School vs. National Norms (US), Fall 2004 Through Spring 2005

Grade/Subject	21st Century Charter School Gains vs. US Gains		Gained or Lost Ground		
	School Gains	US Gains	Gained Ground	Stayed Even	Lost Ground
2nd Grade Math	13.1	15.7			-2.6
2nd Grade Reading	7.8	14.9			-7.1
2nd Grade Language	16.0	-			
3rd Grade Math	14.4	11.8	2.6		
3rd Grade Reading	12.2	10.4	1.8		
3rd Grade Language	15.7	9.3	6.4		
4th Grade Math	13.3	8.9	4.4		
4th Grade Reading	17.5	7.4	10.1		
4th Grade Language	10.8	6.5	4.3		
5th Grade Math	9.9	8.8	1.1		
5th Grade Reading	11.0	6.3	4.7		
5th Grade Language	5.9	5.8	0.1		
6th Grade Math	8.0	8.1			-0.1
6th Grade Reading	7.9	5.3	2.6		
6th Grade Language	9.2	4.5	4.7		
7th Grade Math	6.1	6.9			-0.8
7th Grade Reading	3.9	4.3			-0.4
7th Grade Language	7.0	3.6	3.4		
8th Grade Math	*	7.1			
8th Grade Reading	*	4.2			
8th Grade Language	*	3.5			

**How to Read this Figure:** The first row, as an example, under the Grade/Subject column is 2nd grade math. The numbers in that row show that 2nd grade students at 21st Century Charter School made an average gain of 13.1 points, compared to 15.7 points for the average US student. These students “lost ground” compared to the average US student because their average gains were 2.6 points lower.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by American Institutes for Research, 2005. ■ A notation of “\*” indicates no growth data are reported because fewer than ten students had growth data in this grade and subject. This follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below ten (Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 31). A notation of “-” indicates that no comparison data are available for that grade and subject. Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 13 for detailed notes on test score analysis.



### Sufficient Gains: What proportion of students is on track to reach proficiency?

AIR projected each 21st Century Charter School student's *future* MAP test score based on the gain he or she achieved between fall 2004 and spring 2005. If the student continued to gain at the same rate, would he or she be

proficient in the subject within two years, and therefore able to pass the ISTEP+ the following fall? If so, he or she made "sufficient gains." This year's standard for "sufficient gains" is considerably higher than in last year's report, in which AIR counted a student's gains as "sufficient" if the student would become proficient by 8th

grade – a relatively long time horizon for younger students. This year, the analysis projects out no more than two years for any student. AIR calculated the percentage of students who made sufficient gains in each subject and grade. ■ **CHART F** displays the results.

## 21st Century Charter School

**F**

### STUDENTS ACHIEVING SUFFICIENT GAINS

To Become Proficient Within Two Years

	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade
Math	65%	72%	80%	55%	58%	52%
Reading	50%	71%	87%	75%	53%	55%
Language	81%	100%	93%	60%	63%	67%

**How to Read this Figure:** The first row, as an example, under the 2nd grade column shows 65%. This means that at their current rate of progress, 65% of 2nd graders enrolled at 21st Century Charter School for the 2004-05 school year are expected to be proficient in math in the spring of their 4th grade year, and thus able to pass the ISTEP+ the following fall.

*Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by American Institutes for Research, 2005. ■ For 6th and 7th grade students, "sufficient gains" means sufficient to pass the ISTEP+ in the fall of 8th grade. To determine what score is proficient, NWEA conducted a study in 2003 that found a high correlation between student scores on the MAP and the ISTEP+, allowing the NWEA to pinpoint a MAP score that equates with a passing score on the ISTEP+ in each grade and subject. As NWEA has not calculated these cut scores for high school grades, AIR was unable to calculate sufficient gains for 8th grade.*

## IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

## 21st Century Charter School

**G**

### EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visit Teams, Reviews by an Outside Accounting Firm, Results from an Independent Survey, and Oversight by the Mayor's Office

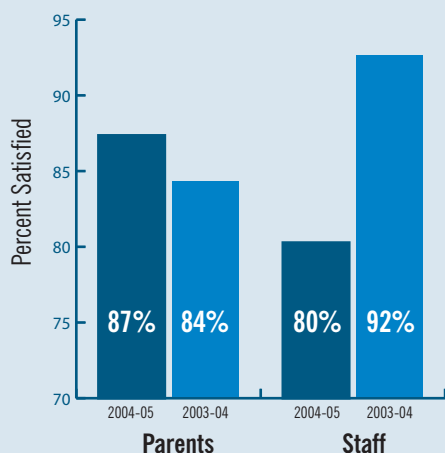
	Findings
Fiscal Health	The school's financial practices were managed satisfactorily in 2004-05, with no significant problems.
Board Governance	The school's Board members have a broad range of expertise and are fully engaged in decisions that affect the school.
Leadership	The Chief Executive Officer and Principal are strong and responsive in identifying issues and making changes where they are needed. Clear roles and responsibilities have been established, along with good communication and working relationships.

## PARENT AND STAFF SURVEY RESULTS

### 21st Century Charter School

H

#### OVERALL SATISFACTION



Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2004 and spring 2005 by the Center of Excellence in Leadership of Learning at the University of Indianapolis. ■ Calculations do not include missing responses. "Satisfied" includes "very satisfied" and "somewhat satisfied" responses. See Supplemental Report 13 for detailed notes on survey protocol and analysis.

### 21st Century Charter School

I

#### PARENTS AND STAFF WHO ARE LIKELY TO...

	Parents	Staff
Recommend the school to friends and colleagues	85%	50%
Return to the school next year	88%	88%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2005 by the Center of Excellence in Leadership of Learning at the University of Indianapolis. ■ Calculations include "extremely likely" and "very likely" responses. Calculations do not include missing responses. See Supplemental Report 13 for detailed notes on survey protocol and analysis.

### 21st Century Charter School

J

#### PARENTS/STAFF EVALUATION

Excellent/Very Good Responses of Select Features

	Parents	Staff
Overall quality of education	73%	47%
Quality of teaching/instruction	57%	71%
Curriculum/academic program	68%	56%
Individualized student attention	50%	65%
Student-teacher ratio/class size	55%	63%
Services provided to special needs students <sup>1</sup>	59%	40%
Opportunities for parental involvement	83%	80%
School administration	57%	40%
Faculty/teachers	62%	69%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2005 by the Center of Excellence in Leadership of Learning at the University of Indianapolis. ■ Parent and staff evaluation of a more extensive list of features can be found in this school's supplemental report. "Excellent" and "very good" responses are on a five-point scale (scale also includes "good," "fair," and "poor"). Calculations do not include missing and "don't know" responses. See Supplemental Report 13 for detailed notes on survey protocol and analysis. ■ <sup>1</sup>Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.

# IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

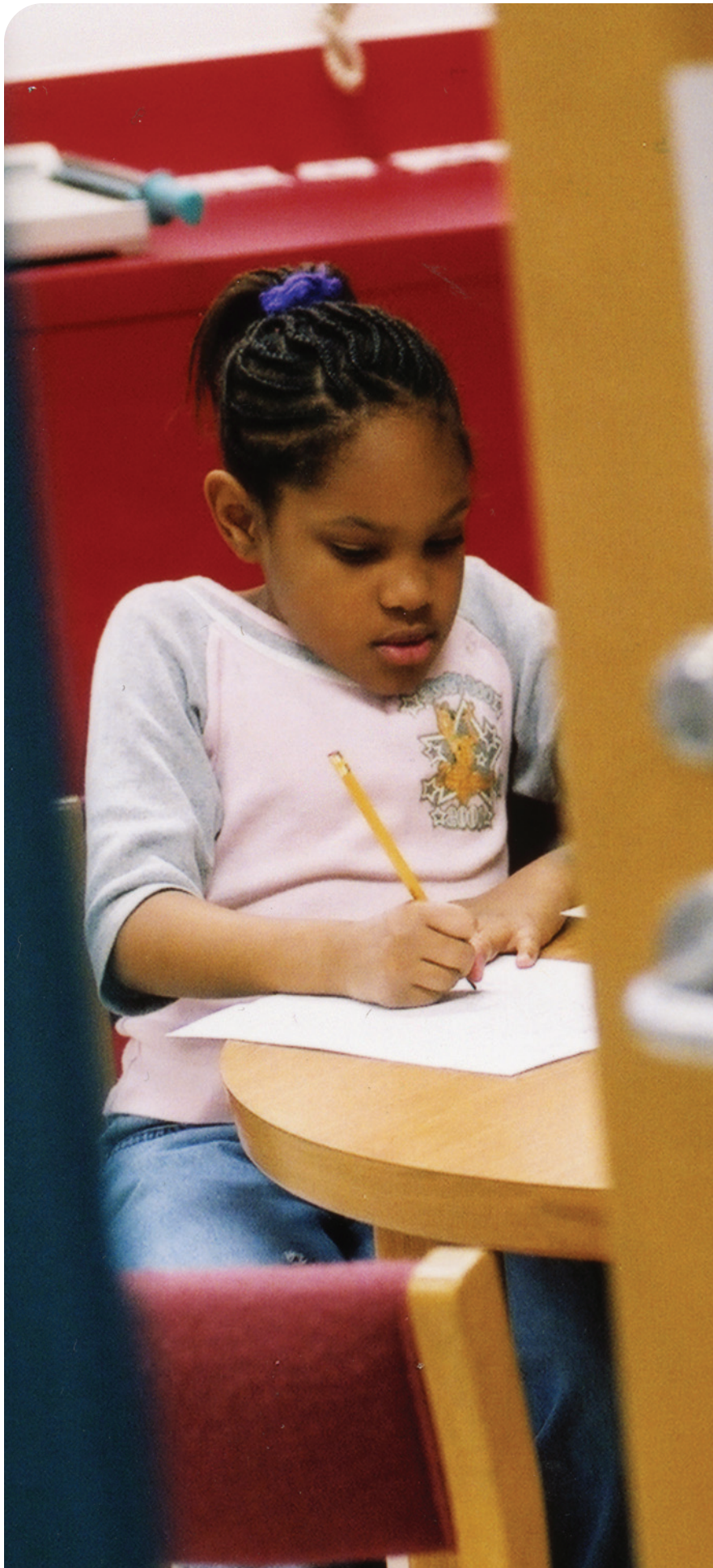
21st Century Charter School satisfactorily met its obligations in 2004-05 for compliance with laws and

regulations and in providing access to students across Indianapolis. Neither the Mayor's Office's internal systems

nor the expert site visit team indicated any significant concerns related to these obligations.

# IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

<div> <div>21st Century Charter School</div> <div> <div>K</div> <div>EXPERT SITE VISIT TEAM'S KEY COMMENTS</div> </div> </div>	
<b>Overall:</b> "All stakeholders understand and support the mission of 21st Century Charter School's mission. The school is making solid progress (evidenced by AYP success), incorporating a variety of processes to ensure high quality teaching. Curriculum enhancements should be considered for the on-line resources."	
Key Commendations	<ul style="list-style-type: none"> <li>• The school is striking a good balance between delivering curriculum on- and off-line.</li> <li>• The A+ Learning System computer-based curriculum provides daily information about student learning to both students and teachers, including goals, objectives and critical vocabulary.</li> </ul>
Key Areas of Attention	<ul style="list-style-type: none"> <li>• The school should continue to focus on ensuring that the A+ Learning System curriculum is sufficiently rigorous to prepare students for high level work, and that lessons using the curriculum are explicitly aligned with Indiana State Academic Standards.</li> </ul>



GRADES SERVED IN 04-05

**K-6**

NUMBER OF STUDENTS  
ENROLLED IN 04-05

**490**

*Source: Indiana Department  
of Education, based on school's  
Pupil Enrollment Count reported  
every October.*

**Andrew J. Brown Academy**  
aims to provide a challenging,  
**back-to-basics** program  
aimed at developing the ability  
of all students to master  
fundamental **academic**  
**skills** and, ultimately, to  
increase academic achievement.



# ANDREW J. BROWN ACADEMY

## SUMMARY OF PERFORMANCE

Andrew J. Brown Academy aims for high academic achievement, accountability from all stakeholders (parents, staff and students), and building good moral character rooted in strong parental involvement. The school provides a challenging, back-to-basics program aimed at developing the ability of all students to master fundamental academic skills and, ultimately, to increase academic achievement. The school is managed by National Heritage Academies and has implemented the National Heritage Academies' educational model.

## IS THE EDUCATIONAL PROGRAM A SUCCESS?

### Andrew J. Brown Academy

**A**

#### 2005 ADEQUATE YEARLY PROGRESS

As Determined by the Indiana Department of Education

Overall Determination: Yes	English	Math	Attendance	Participation Rate <sup>1</sup>
All students	Yes	Yes	Yes	Yes
Black, not of Hispanic origin	Yes	Yes		Yes
White, not of Hispanic origin				
Free/reduced-price lunch	Yes	Yes		Yes

Source: Indiana Department of Education. AYP determinations are required by the federal No Child Left Behind legislation. Blank areas denote that the Indiana Department of Education concluded that it was not possible to make a determination in the particular category for this school. The Indiana Department of Education also concluded that it was not possible to make a determination in other subgroups (e.g., Hispanic, Limited English Proficient, or Special Education) for any of the Mayor-Sponsored Charter Schools; thus these categories are not included in this figure. Attendance Rate determination is only made for "All Students," not for subgroups. ■ <sup>1</sup>To meet AYP goals, 95% of eligible students must participate in testing.

### ISTEP+ RESULTS

Starting this year, all public schools in Indiana administered the ISTEP+ in grades 3 through 10 in both English and math. Some students have now taken the ISTEP+ twice while at Andrew J. Brown Academy. The arrows in **CHART B** show how a particular grade performed in two different years (e.g., how 4th graders in 2004 performed in 2003 as 3rd graders). For example, 45% of 3rd graders passed the English ISTEP+ in 2003, while 51% passed as 4th graders in 2004. While the percent passing each year does not factor in the changing student population from year to year, simple comparisons of the percent passing give an indication of general student performance trends at the school. Refer to the following section for measures of individual student growth over the course of the 2004-05 school year. As ISTEP+ continues to be administered in all grades, the Mayor's Office will be able to determine how much progress individual students in this school make on ISTEP+ over time.

### Andrew J. Brown Academy

**B**

#### STUDENTS PASSING ISTEP+ TESTS

At the Beginning of the Fall Semester

	English			Math			Both (English & Math)			Science		
	'02	'03	'04	'02	'03	'04	'02	'03	'04	'02	'03	'04
3rd Graders		45%	50%		23%	42%		19%	32%			
4th Graders			51%			50%			41%			
5th Graders			53%			61%			42%		21%	30%
6th Graders			48%			57%			39%			

Source: Indiana Department of Education. ■ See page 9 in the main report for statewide data. Percentages rounded to the nearest whole number. Blank areas denote that Indiana did not offer a particular subject test in that grade for that year; or there were no students in the applicable grade in this school at the time of testing.

## GROWTH IN TEST SCORES OVER TIME

Charter schools administered the highly-regarded Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. American Institutes for Research (AIR), a major nonprofit research organization, analyzed the results for the Mayor's Office to answer two questions about how much students learned over the course of the 2004-05 academic year:

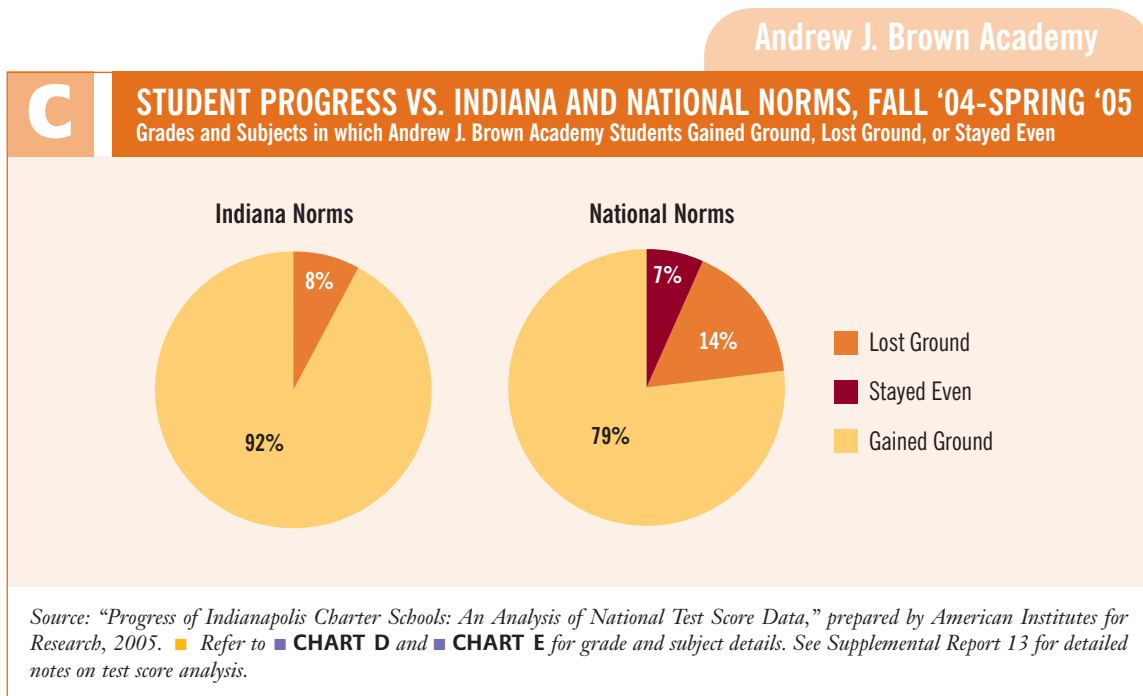
- Did students gain ground, lose ground, or stay even relative to their peers nationally and in Indiana?

- What proportion of students made sufficient progress to reach proficiency over time?

### Comparative Gains: How much did Andrew J. Brown Academy students improve relative to their peers?

AIR was able to compare the average gains of students at the Andrew J. Brown Academy with those of students across Indiana (■ **CHART D**) and the US (■ **CHART E**). The figures show where Andrew J. Brown Academy

students gained ground, lost ground, or stayed even relative to their peers. As the pie charts below show, Andrew J. Brown Academy students gained ground relative to their Indiana peers in eleven out of twelve (92%) grades and subjects (■ **CHART C**). They gained ground relative to their national peers in eleven out of fourteen (79%) grades and subjects (■ **CHART C**).



D

## ACADEMIC PROGRESS OF STUDENTS

Andrew J. Brown Academy vs. Indiana Norms (IN), Fall 2004 Through Spring 2005

Andrew J. Brown Academy Gains vs. IN Gains			Gained or Lost Ground		
Grade/Subject	School Gains	IN Gains	Gained Ground	Stayed Even	Lost Ground
2nd Grade Math	16.8	-			
2nd Grade Reading	15.9	-			
2nd Grade Language	17.5	-			
3rd Grade Math	11.5	10.6	0.9		
3rd Grade Reading	14.8	9.0	5.8		
3rd Grade Language	12.6	8.5	4.1		
4th Grade Math	14.3	8.8	5.5		
4th Grade Reading	13.0	6.8	6.2		
4th Grade Language	15.7	5.8	9.9		
5th Grade Math	12.3	9.0	3.3		
5th Grade Reading	7.3	5.9	1.4		
5th Grade Language	8.6	5.2	3.4		
6th Grade Math	12.1	9.1	3.0		
6th Grade Reading	4.1	5.3			-1.2
6th Grade Language	4.5	4.1	0.4		

**How to Read this Figure:** The fourth row, as an example, under the Grade/Subject column is 3rd grade math. The numbers in that row show that 3rd grade students at Andrew J. Brown Academy made an average gain of 11.5 points, compared to 10.6 points for the average IN student. These students “gained ground” compared to the average IN student because their average gains were 0.9 points higher.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by American Institutes for Research, 2005. ■ A notation of “-” indicates that no comparison data are available for that grade and subject. Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 13 for detailed notes on test score analysis.

E

ACADEMIC PROGRESS OF STUDENTS

Andrew J. Brown Academy vs. National Norms (US), Fall 2004 Through Spring 2005

Grade/Subject	Andrew J. Brown Academy Gains vs. US Gains		Gained or Lost Ground		
	School Gains	US Gains	Gained Ground	Stayed Even	Lost Ground
2nd Grade Math	16.8	15.7	1.1		
2nd Grade Reading	15.9	14.9	1.0		
2nd Grade Language	17.5	-			
3rd Grade Math	11.5	11.8			-0.3
3rd Grade Reading	14.8	10.4	4.4		
3rd Grade Language	12.6	9.3	3.3		
4th Grade Math	14.3	8.9	5.4		
4th Grade Reading	13.0	7.4	5.6		
4th Grade Language	15.7	6.5	9.2		
5th Grade Math	12.3	8.8	3.5		
5th Grade Reading	7.3	6.3	1.0		
5th Grade Language	8.6	5.8	2.8		
6th Grade Math	12.1	8.1	4.0		
6th Grade Reading	4.1	5.3			-1.2
6th Grade Language	4.5	4.5		0.0	

**How to Read this Figure:** The first row, as an example, under the Grade/Subject column is 2nd grade math. The numbers in that row show that 2nd grade students at Andrew J. Brown Academy made an average gain of 16.8 points, compared to 15.7 points for the average US student. These students “gained ground” compared to the average US student because their average gains were 1.1 points higher.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by American Institutes for Research, 2005. ■ A notation of “-” indicates that no comparison data are available for that grade and subject. Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 13 for detailed notes on test score analysis.



### Sufficient Gains: What proportion of students is on track to reach proficiency?

AIR projected each Andrew J. Brown Academy student’s *future* MAP test score based on the gain he or she achieved between fall 2004 and spring 2005. If the student continued to gain at the same rate, would he or she be

proficient in the subject within two years, and therefore able to pass the ISTEP+ the following fall? If so, he or she made “sufficient gains.” This year’s standard for “sufficient gains” is considerably higher than in last year’s report, in which AIR counted a student’s gains as “sufficient” if the student would become proficient by 8th

grade – a relatively long time horizon for younger students. This year, the analysis projects out no more than two years for any student. AIR calculated the percentage of students who made sufficient gains in each subject and grade. ■ **CHART F** displays the results.

#### Andrew J. Brown Academy

F

### STUDENTS ACHIEVING SUFFICIENT GAINS To Become Proficient Within Two Years

	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
Math	69%	73%	78%	77%	69%
Reading	70%	86%	78%	72%	56%
Language	76%	79%	87%	79%	56%

**How to Read this Figure:** The first row, as an example, under the 2nd grade column shows 69%. This means that at their current rate of progress, 69% of 2nd graders enrolled at Andrew J. Brown Academy for the 2004-05 school year are expected to be proficient in math in the spring of their 4th grade year, and thus able to pass the ISTEP+ the following fall.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by American Institutes for Research, 2005. ■ For 6th grade students, “sufficient gains” means sufficient to pass the ISTEP+ in the fall of 8th grade. To determine what score is proficient, NWEA conducted a study in 2003 that found a high correlation between student scores on the MAP and the ISTEP+, allowing the NWEA to pinpoint a MAP score that equates with a passing score on the ISTEP+ in each grade and subject. See Supplemental Report 13 for detailed notes on test score analysis.

## IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

#### Andrew J. Brown Academy

G

### EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visit Teams, Reviews by an Outside Accounting Firm, Results from an Independent Survey, and Oversight by the Mayor’s Office

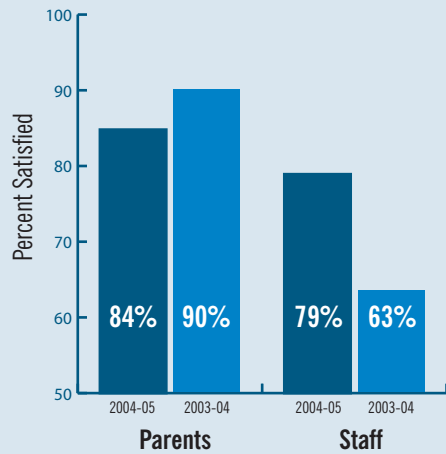
	Findings
Fiscal Health	The school’s financial practices were managed satisfactorily in 2004-05, with no significant problems. However, the recent Indiana State Board of Accounts (ISBA) audit of Andrew J. Brown Academy’s 2003-04 school year found that, in some areas, the school’s accounting practices did not conform to ISBA regulations. The school did not submit a response to the audit findings in time to be included in the ISBA’s official report. However, approximately one month after the findings were released, the school and National Heritage Academies, the school’s educational management organization, did respond to the audit findings in writing and also met with ISBA representatives to discuss the audit report. The school and National Heritage Academies have demonstrated their commitment to rectifying the problems identified in the audit report and to ensuring that the school is in compliance with ISBA regulations going forward.
Board Governance	The school’s Board members have a broad range of expertise, and are knowledgeable about the school and involved and competent in its oversight. Additional members (only six members presently) could be considered.
Leadership	The school’s leadership is strong and actively engaged; significant progress has been made in communicating the vision for Andrew J. Brown Academy, attracting and retaining staff, and developing effective processes.

## PARENT AND STAFF SURVEY RESULTS

### Andrew J. Brown Academy

# H

## OVERALL SATISFACTION



Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2004 and spring 2005 by the Center of Excellence in Leadership of Learning at the University of Indianapolis. ■ Calculations do not include missing responses. "Satisfied" includes "very satisfied" and "somewhat satisfied" responses. See Supplemental Report 13 for detailed notes on survey protocol and analysis.

### Andrew J. Brown Academy

# I

## PARENTS AND STAFF WHO ARE LIKELY TO...

	Parents	Staff
Recommend the school to friends and colleagues	73%	57%
Return to the school next year	79%	77%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2005 by the Center of Excellence in Leadership of Learning at the University of Indianapolis. ■ Calculations include "extremely likely" and "very likely" responses. Calculations do not include missing responses. See Supplemental Report 13 for detailed notes on survey protocol and analysis.

### Andrew J. Brown Academy

# J

## PARENTS/STAFF EVALUATION

Excellent/Very Good Responses of Select Features

	Parents	Staff
Overall quality of education	74%	67%
Quality of teaching/instruction	68%	63%
Curriculum/academic program	68%	60%
Individualized student attention	61%	40%
Student-teacher ratio/class size	41%	23%
Services provided to special needs students <sup>1</sup>	52%	27%
Opportunities for parental involvement	77%	74%
School administration	69%	59%
Faculty/teachers	70%	69%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2005 by the Center of Excellence in Leadership of Learning at the University of Indianapolis. ■ Parent and staff evaluation of a more extensive list of features can be found in this school's supplemental report. "Excellent" and "very good" responses are on a five-point scale (scale also includes "good," "fair," and "poor"). Calculations do not include missing and "don't know" responses. See Supplemental Report 13 for detailed notes on survey protocol and analysis. ■ <sup>1</sup>Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.

# IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Andrew J. Brown Academy satisfactorily met its obligations in 2004-05 for compliance with laws and

regulations and in providing access to students across Indianapolis. Neither the Mayor’s Office’s internal systems

nor the expert site visit team indicated any significant concerns related to these obligations.

# IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

Andrew J. Brown Academy

K EXPERT SITE VISIT TEAM’S KEY COMMENTS	
<b>Overall:</b> “All stakeholders agree that Andrew J. Brown Academy has made progress in achieving its mission, including providing both basic education and character development. The school climate is caring, orderly, structured, and focused on learning. Exemplary processes and programs have been developed to support student learning.”	
Key Commendations	<ul style="list-style-type: none"> <li>• Clear, high-quality processes and materials are in place for language arts and mathematics; classical curriculum with an emphasis on basic skills and content knowledge is being provided.</li> <li>• The school has implemented a strong assessment program, as well as a “literacy core” of effective paraprofessionals.</li> <li>• The school Principal is an exemplary instructional leader who is in classrooms every day.</li> </ul>
Key Areas of Attention	<ul style="list-style-type: none"> <li>• Social studies and science curricula for higher grades should be reviewed for rigor and learning goals.</li> <li>• The school should consider increasing the use of technology resources to support learning.</li> <li>• School leaders and the Board should identify roles and processes that would develop teacher leadership skills.</li> </ul>



GRADES SERVED IN 04-05

**8-9**

NUMBER OF STUDENTS  
ENROLLED IN 04-05

**138**

*Source: Indiana Department  
of Education, based on school's  
Pupil Enrollment Count reported  
every October.*

**Charles A. Tindley**

**Accelerated School's mission  
is to empower high school  
students – regardless of their  
past academic performance –  
to become successful  
students who graduate  
with the capacity for college  
and career opportunities.**



# CHARLES A. TINDLEY ACCELERATED SCHOOL

## SUMMARY OF PERFORMANCE

Charles A. Tindley Accelerated School's mission is to empower high school students – regardless of their past academic performance – to become successful students who graduate with the capacity for college and career opportunities. The school strives to provide an accelerated learning program that intellectually engages, inspires, and spurs academic achievement through a challenging, interactive, college preparatory curriculum.

## IS THE EDUCATIONAL PROGRAM A SUCCESS?

Information about Adequate Yearly Progress is not available for this school because it just completed its first year of operation.

### Charles A. Tindley Accelerated School

**A**

#### STUDENTS PASSING ISTEP+ TESTS

At the *Beginning* of the Fall Semester

	English '04	Math '04	Both (English & Math) '04	Science '04
8th Graders	45%	40%	32%	
9th Graders	52%	28%	27%	

Source: Indiana Department of Education. ■ See page 9 in the main report for statewide data. Percentages rounded to the nearest whole number. Blank areas denote that Indiana did not offer a particular subject test in that grade for that year; or there were no students in the applicable grade in this school at the time of testing.

### ISTEP+ RESULTS

Though Charles A. Tindley Accelerated School students took the state's ISTEP+ exams, they did so shortly after the school opened at the beginning of the school year. As a result, the school's results on the state tests reflect students' starting levels of academic achievement rather than the school's performance.

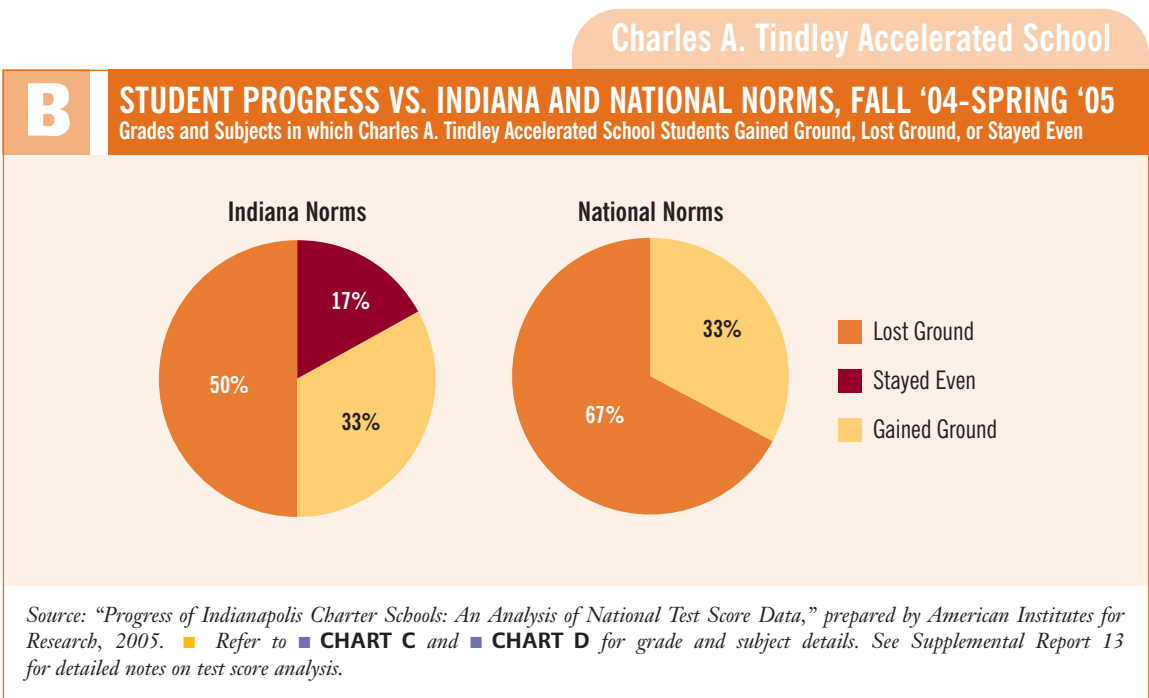
# GROWTH IN TEST SCORES OVER TIME

Charter schools administered the highly-regarded Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. American Institutes for Research (AIR), a major nonprofit research organization, analyzed the results for the Mayor's Office to determine whether students gained ground, lost ground, or stayed even relative to their peers nationally and in Indiana over the course of the 2004-05

academic year. Because NWEA does not publish proficiency levels for high school grades, it was not possible for AIR to examine what proportion of students in this school made sufficient progress to reach proficiency over time.

**Comparative Gains: How much did Charles A. Tindley Accelerated School students improve relative to their peers?**  
AIR was able to compare the average gains of students at the Charles A.

Tindley Accelerated School with those of students across Indiana (■ **CHART C**) and the US (■ **CHART D**). The figures show where Charles A. Tindley Accelerated School students gained ground, lost ground, or stayed even relative to their peers. As the pie charts below show, Charles A. Tindley Accelerated School students gained ground relative to their Indiana and national peers in two out of six (33%) grades and subjects (■ **CHART B**).



## Charles A. Tindley Accelerated School

C

### ACADEMIC PROGRESS OF STUDENTS

Charles A. Tindley Accelerated School vs. Indiana Norms (IN), Fall 2004 Through Spring 2005

Charles A. Tindley Accelerated School Gains vs. IN Gains			Gained or Lost Ground		
Grade/Subject	School Gains	IN Gains	Gained Ground	Stayed Even	Lost Ground
8th Grade Math	2.6	7.0			-4.4
8th Grade Reading	0.9	4.1			-3.2
8th Grade Language	3.3	3.2		0.1 <sup>1</sup>	
9th Grade Math	0.5	6.2			-5.7
9th Grade Reading	5.4	1.6	3.8		
9th Grade Language	3.9	2.0	1.9		

**How to Read this Figure:** The first row, as an example, under the Grade/Subject column is 8th grade math. The numbers in that row show that 8th grade students at Charles A. Tindley Accelerated School made an average gain of 2.6 points, compared to 7.0 points for the average IN student. These students “lost ground” compared to the average IN student because their average gains were 4.4 points lower.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by American Institutes for Research, 2005. ■ Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 13 for detailed notes on test score analysis.

■ <sup>1</sup>The t-test used to determine the statistical significance of all gains and losses showed that there was no significant difference between the average gains for 8th grade language at Charles A. Tindley Accelerated School and the average gains recorded across Indiana.

## Charles A. Tindley Accelerated School

D

### ACADEMIC PROGRESS OF STUDENTS

Charles A. Tindley Accelerated School vs. National Norms (US), Fall 2004 Through Spring 2005

Charles A. Tindley Accelerated School Gains vs. US Gains			Gained or Lost Ground		
Grade/Subject	School Gains	US Gains	Gained Ground	Stayed Even	Lost Ground
8th Grade Math	2.6	7.1			-4.5
8th Grade Reading	0.9	4.2			-3.3
8th Grade Language	3.3	3.5			-0.2
9th Grade Math	0.5	5.8			-5.3
9th Grade Reading	5.4	2.9	2.5		
9th Grade Language	3.9	2.4	1.5		

**How to Read this Figure:** The first row, as an example, under the Grade/Subject column is 8th grade math. The numbers in that row show that 8th grade students at Charles A. Tindley Accelerated School made an average gain of 2.6 points, compared to 7.1 points for the average US student. These students “lost ground” compared to the average US student because their average gains were 4.5 points lower.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by American Institutes for Research, 2005. ■ Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 13 for detailed notes on test score analysis.

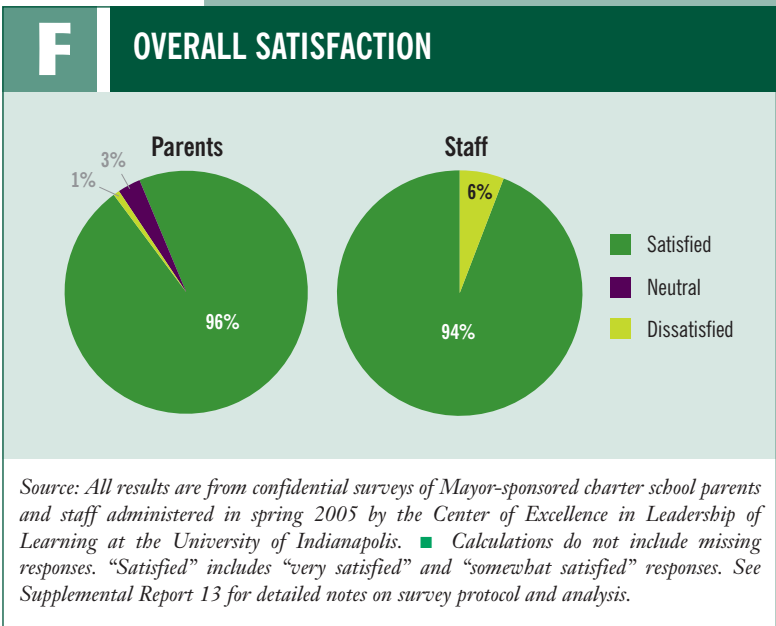
# IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

## Charles A. Tindley Accelerated School

E	EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY	
	Findings from Expert Site Visit Teams, Reviews by an Outside Accounting Firm, Results from an Independent Survey, and Oversight by the Mayor's Office	
	Findings	
Fiscal Health	The school's financial practices were managed satisfactorily in 2004-05, with no significant problems.	
Board Governance	The school's Board was actively engaged in school activities, provided exceptional fundraising and other support, and held meetings characterized by clear agendas and routine and new business discussions. Better public notification of meeting changes or cancellations is needed.	
Leadership	The school has an exemplary administrative staff and structure aligned with its mission; the school leader is dedicated, effective and highly regarded by parents.	

## PARENT AND STAFF SURVEY RESULTS

### Charles A. Tindley Accelerated School



### Charles A. Tindley Accelerated School

G	PARENTS/STAFF EVALUATION	
	Excellent/Very Good Responses of Select Features	
	Parents	Staff
Overall quality of education	88%	89%
Quality of teaching/instruction	77%	67%
Curriculum/academic program	88%	79%
Individualized student attention	80%	58%
Student-teacher ratio/class size	87%	84%
Services provided to special needs students <sup>1</sup>	53%	41%
Opportunities for parental involvement	91%	83%
School administration	81%	74%
Faculty/teachers	76%	56%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2005 by the Center of Excellence in Leadership of Learning at the University of Indianapolis. ■ Parent and staff evaluation of a more extensive list of features can be found in this school's supplemental report. "Excellent" and "very good" responses are on a five-point scale (scale also includes "good," "fair," and "poor"). Calculations do not include missing and "don't know" responses. See Supplemental Report 13 for detailed notes on survey protocol and analysis. ■ <sup>1</sup>Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.



## Charles A. Tindley Accelerated School

H

### PARENTS AND STAFF WHO ARE LIKELY TO...

	Parents	Staff
Recommend the school to friends and colleagues	88%	90%
Return to the school next year	92%	94%

*Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2005 by the Center of Excellence in Leadership of Learning at the University of Indianapolis. ■ Calculations include “extremely likely” and “very likely” responses. Calculations do not include missing responses. See Supplemental Report 13 for detailed notes on survey protocol and analysis.*

## IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Charles A. Tindley Accelerated School satisfactorily met its obligations in 2004-05 for compliance with laws and regulations and in providing access to

students across Indianapolis. Neither the Mayor’s Office’s internal systems nor the expert site visit team indicated any significant concerns related to these

obligations. In some cases, nonetheless, reporting and compliance requirements were not submitted in a timely manner.

## IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

### Charles A. Tindley Accelerated School

I

### EXPERT SITE VISIT TEAM’S KEY COMMENTS

**Overall:** “Charles A. Tindley Accelerated School had a very strong first year of operation and has overall been successful in establishing a climate characterized by high expectations, rigor, demand, and effort by all constituents, especially staff and students. All stakeholders know and agree that the school is making progress in achieving its mission.”

#### Key Commendations

- The school made significant progress towards its goal of implementing the accelerated school model at the high school level; substantive changes during the first year (e.g. single gender classes) served to further improve the academic program.
- Teachers regularly used teacher-designed classroom assessments to understand student learning needs, with selected staff trained in interpreting NWEA data as well.
- The school climate is positive: classrooms are orderly, the new facility is exemplary, and teachers provided individualized instruction.

#### Key Areas of Attention

- Teachers would benefit from additional training and professional development, including how to make greater use of NWEA test data.
- Staff burnout is a potential problem when the staff members are so deeply committed like they are at this school.



GRADES SERVED IN 04-05

**K-6**

NUMBER OF STUDENTS  
ENROLLED IN 04-05

**340**

*Source: Indiana Department  
of Education, based on school's  
Pupil Enrollment Count reported  
every October.*

### **Christel House Academy**

strives to: equip students  
with the desire for **lifelong  
learning**; strengthen their  
civic, ethical and **moral  
values**; and prepare them  
to be self-sufficient,  
contributing members of society.

# CHRISTEL HOUSE ACADEMY

## SUMMARY OF PERFORMANCE

Christel House Academy's mission is to be recognized as a provider of outstanding education to an underserved population and to maintain high standards of academic rigor, efficiency and accountability. Christel House Academy aims for its students to achieve the academic proficiency necessary for higher education. The school also strives to: equip students with the desire for lifelong learning; strengthen their civic, ethical and moral values; and prepare them to be self-sufficient, contributing members of society. The school uses the Edison Schools curriculum.

## IS THE EDUCATIONAL PROGRAM A SUCCESS?

### Christel House Academy

**A**

#### 2005 ADEQUATE YEARLY PROGRESS

As Determined by the Indiana Department of Education

Overall Determination: Yes	English	Math	Attendance	Participation Rate <sup>1</sup>
All students	Yes	Yes	Yes	Yes
Black, not of Hispanic origin	Yes	Yes		Yes
White, not of Hispanic origin	Yes	Yes		Yes
Free/reduced-price lunch	Yes	Yes		Yes

Source: Indiana Department of Education. AYP determinations are required by the federal No Child Left Behind legislation. Blank areas denote that the Indiana Department of Education concluded that it was not possible to make a determination in the particular category for this school. The Indiana Department of Education also concluded that it was not possible to make a determination in other subgroups (e.g., Hispanic, Limited English Proficient, or Special Education) for any of the Mayor-Sponsored Charter Schools; thus these categories are not included in this figure. Attendance Rate determination is only made for "All Students," not for subgroups. ■ <sup>1</sup>To meet AYP goals, 95% of eligible students must participate in testing.

### ISTEP+ RESULTS

Starting this year, all public schools in Indiana administered the ISTEP+ in grades 3 through 10 in both English and math. Some students have now taken the ISTEP+ twice while at Christel House Academy. The arrows in ■ **CHART B** show how a particular grade performed in two different years (e.g., how 4th graders in 2004 performed in 2003 as 3rd graders and how 5th graders in 2004 performed in 2002 as 3rd graders). For example, 37% of 3rd graders passed the English ISTEP+ in 2002, while 53% passed as 5th graders in 2004. While the percent passing each year does not factor in the changing student population from year to year, simple comparisons of the percent passing give an indication of general student performance trends at the school. Refer to the following section for measures of individual student growth over the course of the 2004-05 school year. As ISTEP+ continues to be administered in all grades, the Mayor's Office will be able to determine how much progress individual students in this school make on ISTEP+ over time.

### Christel House Academy

**B**

#### STUDENTS PASSING ISTEP+ TESTS

At the Beginning of the Fall Semester

	English			Math			Both (English & Math)			Science		
	'02	'03	'04	'02	'03	'04	'02	'03	'04	'02	'03	'04
3rd Graders	37%	56%	60%	20%	35%	60%	18%	30%	47%			
4th Graders			52%			58%			40%			
5th Graders			53%			60%			47%			
6th Graders			67%			63%			48%	35%	47%	

Source: Indiana Department of Education. ■ See page 9 in the main report for statewide data. Percentages rounded to the nearest whole number. Blank areas denote that Indiana did not offer a particular subject test in that grade for that year; or there were no students in the applicable grade in this school at the time of testing.

# GROWTH IN TEST SCORES OVER TIME

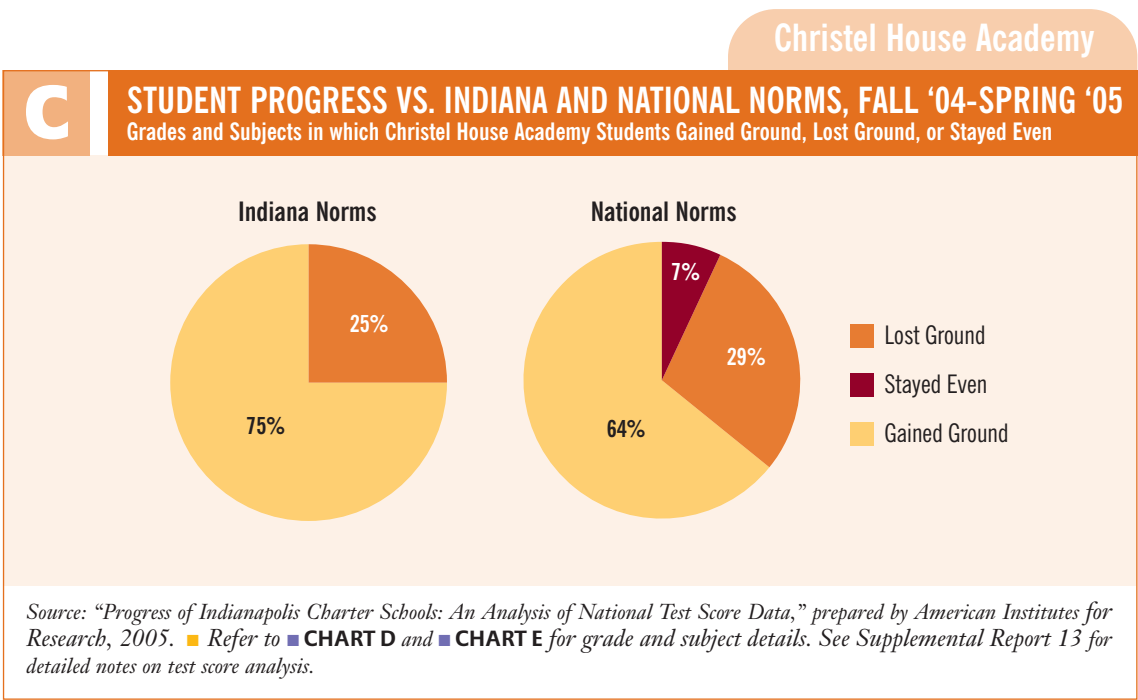
Charter schools administered the highly-regarded Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. American Institutes for Research (AIR), a major nonprofit research organization, analyzed the results for the Mayor's Office to answer two questions about how much students learned over the course of the 2004-05 academic year:

- Did students gain ground, lose ground, or stay even relative to their peers nationally and in Indiana?
- What proportion of students made sufficient progress to reach proficiency over time?

## Comparative Gains: How much did Christel House Academy students improve relative to their peers?

AIR was able to compare the average gains of students at Christel House

Academy with those of students across Indiana (■ **CHART D**) and the US (■ **CHART E**). The figures show where Christel House Academy students gained ground, lost ground, or stayed even relative to their peers. As the pie charts below show, Christel House Academy students gained ground relative to their Indiana peers in nine out of twelve (75%) grades and subjects (■ **CHART C**). They gained ground relative to their national peers in nine out of fourteen (64%) grades and subjects (■ **CHART C**).





**D****ACADEMIC PROGRESS OF STUDENTS**

Christel House Academy vs. Indiana Norms (IN), Fall 2004 Through Spring 2005

Grade/Subject	Christel House Academy Gains vs. IN Gains		Gained or Lost Ground		
	School Gains	IN Gains	Gained Ground	Stayed Even	Lost Ground
2nd Grade Math	15.2	-			
2nd Grade Reading	18.5	-			
2nd Grade Language	19.5	-			
3rd Grade Math	11.2	10.6	0.6		
3rd Grade Reading	11.4	9.0	2.4		
3rd Grade Language	11.0	8.5	2.5		
4th Grade Math	5.6	8.8			-3.2
4th Grade Reading	7.4	6.8	0.6		
4th Grade Language	9.6	5.8	3.8		
5th Grade Math	12.7	9.0	3.7		
5th Grade Reading	9.1	5.9	3.2		
5th Grade Language	11.7	5.2	6.5		
6th Grade Math	8.2	9.1			-0.9
6th Grade Reading	3.5	5.3			-1.8
6th Grade Language	5.0	4.1	0.9		

**How to Read this Figure:** The fourth row, as an example, under the Grade/Subject column is 3rd grade math. The numbers in that row show that 3rd grade students at Christel House Academy made an average gain of 11.2 points, compared to 10.6 points for the average IN student. These students “gained ground” compared to the average IN student because their average gains were 0.6 points higher.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by American Institutes for Research, 2005. ■ A notation of “-” indicates that no comparison data are available for that grade and subject. Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 13 for detailed notes on test score analysis.

E

## ACADEMIC PROGRESS OF STUDENTS

Christel House Academy vs. National Norms (US), Fall 2004 Through Spring 2005

Grade/Subject	Christel House Academy Gains vs. US Gains		Gained or Lost Ground		
	School Gains	US Gains	Gained Ground	Stayed Even	Lost Ground
2nd Grade Math	15.2	15.7			-0.5
2nd Grade Reading	18.5	14.9	3.6		
2nd Grade Language	19.5	-			
3rd Grade Math	11.2	11.8			-0.6
3rd Grade Reading	11.4	10.4	1.0		
3rd Grade Language	11.0	9.3	1.7		
4th Grade Math	5.6	8.9			-3.3
4th Grade Reading	7.4	7.4		0.0	
4th Grade Language	9.6	6.5	3.1		
5th Grade Math	12.7	8.8	3.9		
5th Grade Reading	9.1	6.3	2.8		
5th Grade Language	11.7	5.8	5.9		
6th Grade Math	8.2	8.1	0.1		
6th Grade Reading	3.5	5.3			-1.8
6th Grade Language	5.0	4.5	0.5		

**How to Read this Figure:** The first row, as an example, under the Grade/Subject column is 2nd grade math. The numbers in that row show that 2nd grade students at Christel House Academy made an average gain of 15.2 points, compared to 15.7 points for the average US student. These students “lost ground” compared to the average US student because their average gains were 0.5 points lower.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by American Institutes for Research, 2005. ■ A notation of “-” indicates that no comparison data are available for that grade and subject. Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 13 for detailed notes on test score analysis.

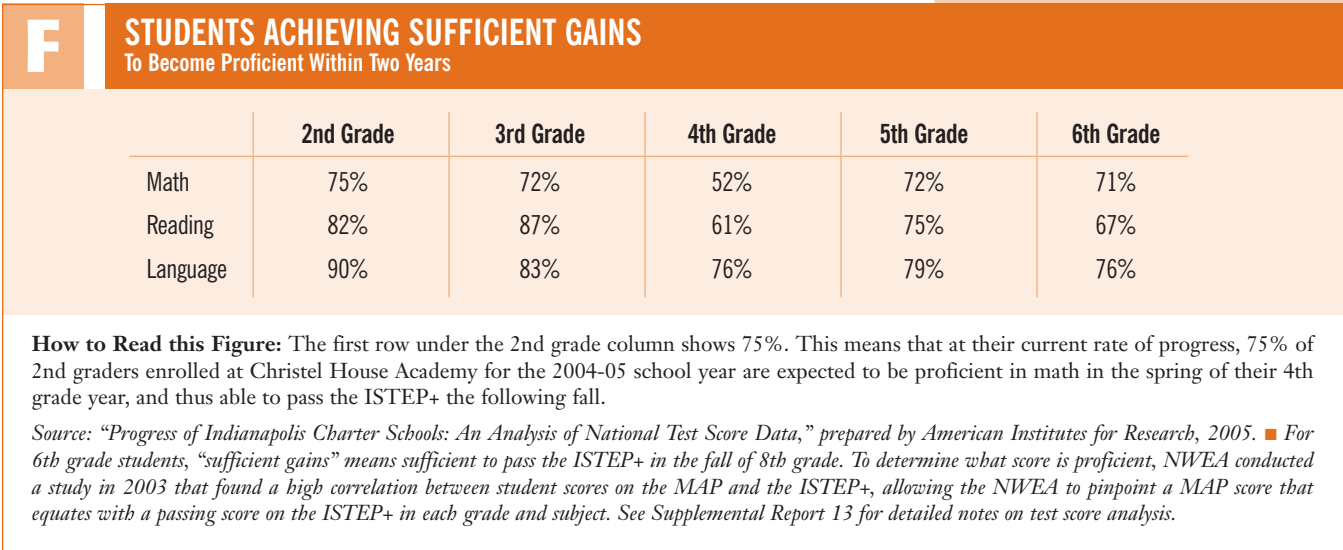
**Sufficient Gains: What proportion of students is on track to reach proficiency?**

AIR projected each Christel House Academy student’s *future* MAP test score based on the gain he or she achieved between fall 2004 and spring 2005. If the student continued to gain at the same rate, would he or she be

proficient in the subject within two years, and therefore able to pass the ISTEP+ the following fall? If so, he or she made “sufficient gains.” This year’s standard for “sufficient gains” is considerably higher than in last year’s report, in which AIR counted a student’s gains as “sufficient” if the student would become proficient by 8th

grade – a relatively long time horizon for younger students. This year, the analysis projects out no more than two years for any student. AIR calculated the percentage of students who made sufficient gains in each subject and grade. ■ **CHART F** displays the results.

Christel House Academy



**IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?**

Christel House Academy

**G****EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY**  
Findings from Expert Site Visit Teams, Reviews by an Outside Accounting Firm, Results from an Independent Survey, and Oversight by the Mayor’s Office

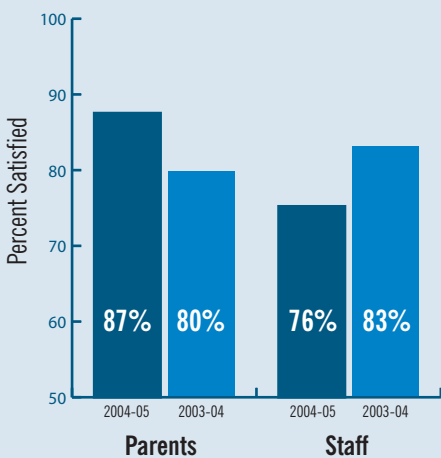
	Findings
Fiscal Health	The school’s financial practices were managed satisfactorily in 2004-05, with no significant problems.
Board Governance	The school’s Board is active and competent in its oversight. The school needs to better communicate that parents are represented on the Board and the location and timing of meetings.
Leadership	Leadership changes (three different school leaders in three years) have been disruptive to the school. Identification and retention of a leader should be the school’s highest priority.

## PARENT AND STAFF SURVEY RESULTS

### Christel House Academy

H

#### OVERALL SATISFACTION



Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2004 and spring 2005 by the Center of Excellence in Leadership of Learning at the University of Indianapolis. ■ Calculations do not include missing responses. "Satisfied" includes "very satisfied" and "somewhat satisfied" responses. See Supplemental Report 13 for detailed notes on survey protocol and analysis.

### Christel House Academy

I

#### PARENTS AND STAFF WHO ARE LIKELY TO...

	Parents	Staff
Recommend the school to friends and colleagues	78%	53%
Return to the school next year	86%	81%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2005 by the Center of Excellence in Leadership of Learning at the University of Indianapolis. ■ Calculations include "extremely likely" and "very likely" responses. Calculations do not include missing responses. See Supplemental Report 13 for detailed notes on survey protocol and analysis.

### Christel House Academy

J

#### PARENTS/STAFF EVALUATION

Excellent/Very Good Responses of Select Features

	Parents	Staff
Overall quality of education	78%	76%
Quality of teaching/instruction	67%	91%
Curriculum/academic program	64%	52%
Individualized student attention	59%	36%
Student-teacher ratio/class size	53%	15%
Services provided to special needs students <sup>1</sup>	57%	30%
Opportunities for parental involvement	74%	42%
School administration	51%	33%
Faculty/teachers	64%	88%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2005 by the Center of Excellence in Leadership of Learning at the University of Indianapolis. ■ Parent and staff evaluation of a more extensive list of features can be found in this school's supplemental report. "Excellent" and "very good" responses are on a five-point scale (scale also includes "good," "fair," and "poor"). Calculations do not include missing and "don't know" responses. See Supplemental Report 13 for detailed notes on survey protocol and analysis. ■ <sup>1</sup>Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.



# IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Christel House Academy satisfactorily met its obligations in 2004-05 for compliance with laws and regulations

and in providing access to students across Indianapolis. Neither the Mayor's Office's internal systems nor

the expert site visit team indicated any significant concerns related to these obligations.

# IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

<div> <div> <div>K</div> <div> <div>Christel House Academy</div> <div>EXPERT SITE VISIT TEAM'S KEY COMMENTS</div> </div> </div> </div>	
<p><b>Overall:</b> "Christel House Academy has taken major strides in implementing [its] intended educational philosophy. Teachers are implementing effective practices, using efficient teaching methods and focusing on core subjects. Departures of school leaders are undermining the school's climate, as parents question their lack of input, the lack of communication about the departures, and [the stability of the school's environment]."</p>	
<p>Key Commendations</p>	<ul style="list-style-type: none"> <li>• The school strongly focuses on assessment and the use of data, including Edison benchmarks, NWEA, ISTEP+, and Open Court reading assessments.</li> <li>• Communication and cooperation among staff is good, aided by grade-level "house" teams. Emphasis on learning as well as core values is well-placed.</li> <li>• Edison curriculum, and the professional development it offers teachers, is viewed positively.</li> </ul>
<p>Key Areas of Attention</p>	<ul style="list-style-type: none"> <li>• More instructional support is needed for the special education student population.</li> <li>• Delivering the Edison curriculum with high levels of consistency across grades and classrooms is an important goal.</li> </ul>

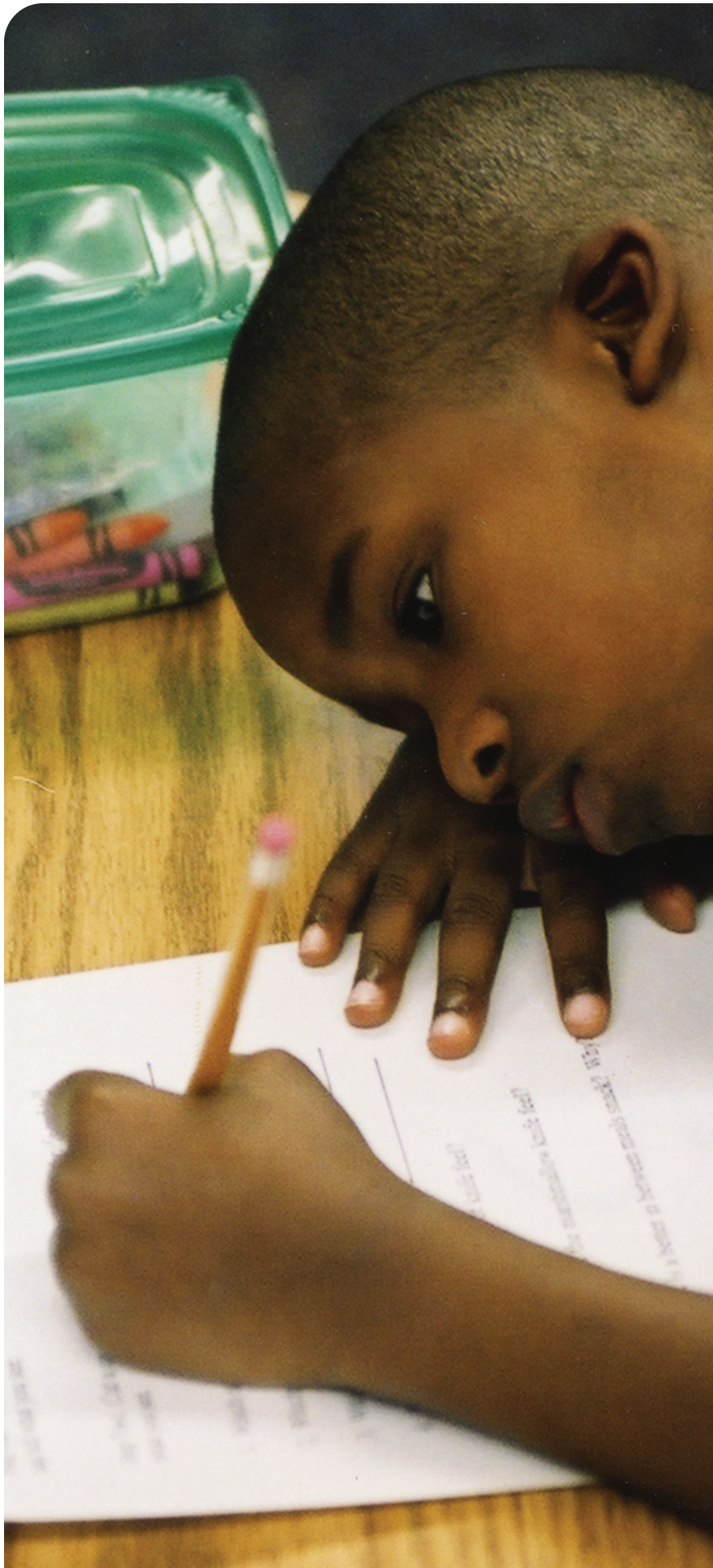
Parents, public officials and the community at large

need

to know just how well the schools are

performing

over time.



GRADES SERVED IN 04-05

**K-6**

NUMBER OF STUDENTS  
ENROLLED IN 04-05

**202**

*Source: Indiana Department  
of Education, based on school's  
Pupil Enrollment Count reported  
every October.*

By fostering **critical thinking** and problem-solving skills, **Flanner House Elementary School** seeks to build a solid foundation and provide **positive motivation** for life-long learning among its students.

# FLANNER HOUSE ELEMENTARY SCHOOL

## SUMMARY OF PERFORMANCE

Flanner House Elementary School's mission is to develop the highest potential of its students through educating the "whole person" and ensuring that all students at a minimum attain basic skill proficiency appropriate to their age and grade level. By fostering critical thinking and problem-solving skills, Flanner House Elementary School seeks to build a solid foundation and provide positive motivation for life-long learning among its students.

## IS THE EDUCATIONAL PROGRAM A SUCCESS?

### Flanner House Elementary School

**A**

#### ADEQUATE YEARLY PROGRESS

As Determined by the Indiana Department of Education

Overall Determination: Yes	English	Math	Attendance	Participation Rate <sup>1</sup>
All students	Yes	Yes	Yes	Yes
Black, not of Hispanic origin	Yes	Yes		Yes
White, not of Hispanic origin				
Free/reduced-price lunch	Yes	Yes		Yes

Source: Indiana Department of Education. AYP determinations are required by the federal No Child Left Behind legislation. Blank areas denote that the Indiana Department of Education concluded that it was not possible to make a determination in the particular category for this school. The Indiana Department of Education also concluded that it was not possible to make a determination in other subgroups (e.g., Hispanic, Limited English Proficient, or Special Education) for any of the Mayor-Sponsored Charter Schools; thus these categories are not included in this figure. Attendance Rate determination is only made for "All Students," not for subgroups. <sup>1</sup>To meet AYP goals, 95% of eligible students must participate in testing.

### ISTEP+ RESULTS

Starting this year, all public schools in Indiana administered the ISTEP+ in grades 3 through 10 in both English and math. Some students have now taken the ISTEP+ twice while at Flanner House Elementary School. The arrows in **CHART B** show how a particular grade performed in two different years (e.g., how 4th graders in 2004 performed in 2003 as 3rd graders and how 5th graders in 2004 performed in 2002 as 3rd graders). For example, 67% of 3rd graders passed the English ISTEP+ in 2002, while 77% passed as 5th graders in 2004. While the percent passing each year does not factor in the changing student population from year to year, simple comparisons of the percent passing give an indication of general student performance trends at the school. Refer to the following section for measures of individual student growth over the course of the 2004-05 school year. As ISTEP+ continues to be administered in all grades, the Mayor's Office will be able to determine how much progress individual students in this school make on ISTEP+ over time.

### Flanner House Elementary School

**B**

#### STUDENTS PASSING ISTEP+ TESTS

At the Beginning of the Fall Semester

	English			Math			Both (English & Math)			Science		
	'02	'03	'04	'02	'03	'04	'02	'03	'04	'02	'03	'04
3rd Graders	67%	63%	89%	67%	60%	69%	52%	49%	64%			
4th Graders			56%			56%			44%			
5th Graders			77%			77%			68%			
6th Graders			91%			82%			73%	25%	41%	

Source: Indiana Department of Education. ■ See page 9 in the main report for statewide data. Percentages rounded to the nearest whole number. Blank areas denote that Indiana did not offer a particular subject test in that grade for that year; or there were no students in the applicable grade in this school at the time of testing.

# GROWTH IN TEST SCORES OVER TIME

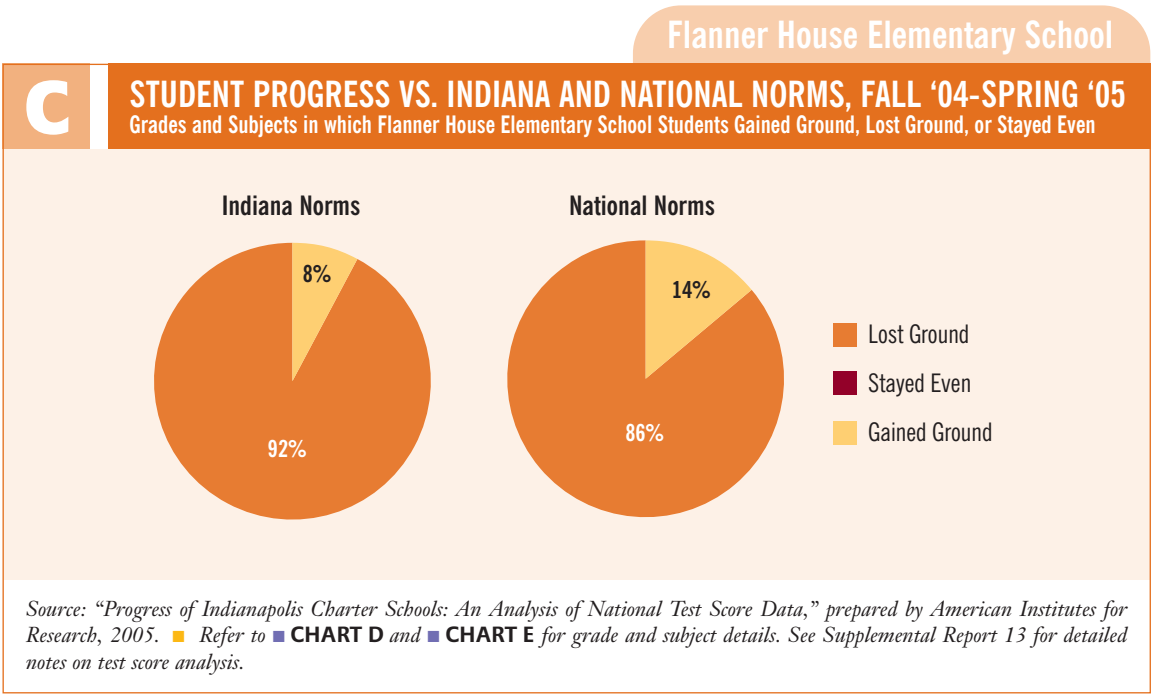
Charter schools administered the highly-regarded Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. American Institutes for Research (AIR), a major nonprofit research organization, analyzed the results for the Mayor's Office to answer two questions about how much students learned over the course of the 2004-05 academic year:

- Did students gain ground, lose ground, or stay even relative to their peers nationally and in Indiana?
- What proportion of students made sufficient progress to reach proficiency over time?

## Comparative Gains: How much did Flanner House Elementary School students improve relative to their peers?

AIR was able to compare the average gains of students at Flanner House

Elementary School with those of students across Indiana (■ **CHART D**) and the US (■ **CHART E**). The figures show where Flanner House Elementary School students gained ground, lost ground, or stayed even relative to their peers. As the pie charts show, Flanner House Elementary School students gained ground relative to their Indiana peers in one out of twelve (8%) grades and subjects (■ **CHART C**). They gained ground relative to their national peers in two out of fourteen (14%) grades and subjects (■ **CHART C**).





## Flanner House Elementary School

**D**

### ACADEMIC PROGRESS OF STUDENTS

Flanner House Elementary School vs. Indiana Norms (IN), Fall 2004 Through Spring 2005

Grade/Subject	Flanner House Elementary School Gains vs. IN Gains		Gained or Lost Ground		
	School Gains	IN Gains	Gained Ground	Stayed Even	Lost Ground
2nd Grade Math	4.0	-			
2nd Grade Reading	-2.4	-			
2nd Grade Language	-0.1	-			
3rd Grade Math	0.2	10.6			-10.4
3rd Grade Reading	-15.0	9.0			-24.0
3rd Grade Language	-3.1	8.5			-11.6
4th Grade Math	5.0	8.8			-3.8
4th Grade Reading	-9.1	6.8			-15.9
4th Grade Language	3.2	5.8			-2.6
5th Grade Math	5.2	9.0			-3.8
5th Grade Reading	-3.1	5.9			-9.0
5th Grade Language	3.1	5.2			-2.1
6th Grade Math	8.3	9.1			-0.8
6th Grade Reading	-2.1	5.3			-7.4
6th Grade Language	5.0	4.1	0.9		

**How to Read this Figure:** The fourth row, as an example, under the Grade/Subject column is 3rd grade math. The numbers in that row show that 3rd grade students at Flanner House Elementary School made an average gain of 0.2 points, compared to 10.6 points for the average IN student. These students “lost ground” compared to the average IN student because their average gains were 10.4 points lower.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by American Institutes for Research, 2005. ■ A notation of “-” indicates that no comparison data are available for that grade and subject. Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 13 for detailed notes on test score analysis.

## Flanner House Elementary School

E

### ACADEMIC PROGRESS OF STUDENTS

Flanner House Elementary School vs. National Norms (US), Fall 2004 Through Spring 2005

Grade/Subject	Flanner House Elementary School Gains vs. US Gains		Gained or Lost Ground		
	School Gains	US Gains	Gained Ground	Stayed Even	Lost Ground
2nd Grade Math	4.0	15.7			-11.7
2nd Grade Reading	-2.4	14.9			-17.3
2nd Grade Language	-0.1	-			
3rd Grade Math	0.2	11.8			-11.6
3rd Grade Reading	-15.0	10.4			-25.4
3rd Grade Language	-3.1	9.3			-12.4
4th Grade Math	5.0	8.9			-3.9
4th Grade Reading	-9.1	7.4			-16.5
4th Grade Language	3.2	6.5			-3.3
5th Grade Math	5.2	8.8			-3.6
5th Grade Reading	-3.1	6.3			-9.4
5th Grade Language	3.1	5.8			-2.7
6th Grade Math	8.3	8.1	0.2		
6th Grade Reading	-2.1	5.3			-7.4
6th Grade Language	5.0	4.5	0.5		

**How to Read this Figure:** The first row, as an example, under the Grade/Subject column is 2nd grade math. The numbers in that row show that 2nd grade students at Flanner House Elementary School made an average gain of 4.0 points, compared to 15.7 points for the average US student. These students “lost ground” compared to the average US student because their average gains were 11.7 points lower.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by American Institutes for Research, 2005. ■ A notation of “-” indicates that no comparison data are available for that grade and subject. Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 13 for detailed notes on test score analysis.

**Sufficient Gains: What proportion of students is on track to reach proficiency?**

AIR projected each Flanner House Elementary School student’s *future* MAP test score based on the gain he or she achieved between fall 2004 and spring 2005. If the student continued to gain at the same rate, would he or she

be proficient in the subject within two years, and therefore able to pass the ISTEP+ the following fall? If so, he or she made “sufficient gains.” This year’s standard for “sufficient gains” is considerably higher than in last year’s report, in which AIR counted a student’s gains as “sufficient” if the student would become proficient by 8th

grade – a relatively long time horizon for younger students. This year, the analysis projects out no more than two years for any student. AIR calculated the percentage of students who made sufficient gains in each subject and grade. (■ **CHART F**) displays the results.

Flanner House Elementary School

F

**STUDENTS ACHIEVING SUFFICIENT GAINS**  
To Become Proficient Within Two Years

	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
Math	34%	27%	52%	47%	50%
Reading	39%	15%	17%	35%	50%
Language	45%	38%	62%	50%	73%

**How to Read this Figure:** The first row, as an example, under the 2nd grade column shows 34%. This means that at their current rate of progress, 34% of 2nd graders enrolled at Flanner House Elementary School for the 2004-05 school year are expected to be proficient in math in the spring of their 4th grade year, and thus able to pass the ISTEP+ the following fall.

*Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by American Institutes for Research, 2005. ■ For 6th grade students, “sufficient gains” means sufficient to pass the ISTEP+ in the fall of 8th grade. To determine what score is proficient, NWEA conducted a study in 2003 that found a high correlation between student scores on the MAP and the ISTEP+, allowing the NWEA to pinpoint a MAP score that equates with a passing score on the ISTEP+ in each grade and subject. See Supplemental Report 13 for detailed notes on test score analysis.*

**IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?**

Flanner House Elementary School

G

**EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY**

Findings from Expert Site Visit Teams, Reviews by an Outside Accounting Firm, Results from an Independent Survey, and Oversight by the Mayor’s Office

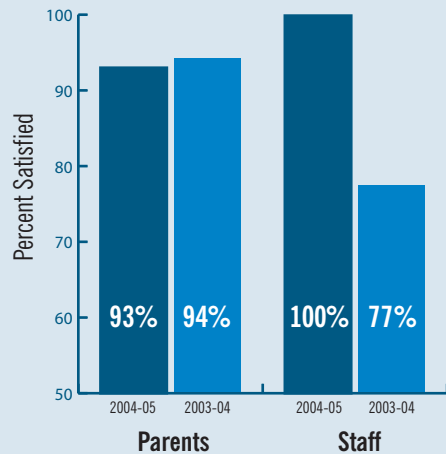
	Findings
Fiscal Health	The school’s financial practices were managed satisfactorily in 2004-05, with the exception of proper and timely allocation of shared costs with the Flanner House Higher Learning Center.
Board Governance	The school’s Board members have a broad range of expertise; the Board needs to move from ratifying school policies to proactively generating school policies.
Leadership	The school leader is very well regarded – she is referred to as “the heart of the school.” Teachers report high levels of communication, support, and cooperation. Consistent goal-setting and articulation of goals by all staff and administration is an identified need. In a few cases, reporting and compliance requirements were not satisfied in a timely manner.

## PARENT AND STAFF SURVEY RESULTS

### Flanner House Elementary School

H

#### OVERALL SATISFACTION



Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2004 and spring 2005 by the Center of Excellence in Leadership of Learning at the University of Indianapolis. ■ Calculations do not include missing responses. "Satisfied" includes "very satisfied" and "somewhat satisfied" responses. See Supplemental Report 13 for detailed notes on survey protocol and analysis.

### Flanner House Elementary School

I

#### PARENTS AND STAFF WHO ARE LIKELY TO...

	Parents	Staff
Recommend the school to friends and colleagues	84%	96%
Return to the school next year	88%	96%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2005 by the Center of Excellence in Leadership of Learning at the University of Indianapolis. ■ Calculations include "extremely likely" and "very likely" responses. Calculations do not include missing responses. See Supplemental Report 13 for detailed notes on survey protocol and analysis.

### Flanner House Elementary School

J

#### PARENTS/STAFF EVALUATION

Excellent/Very Good Responses of Select Features

	Parents	Staff
Overall quality of education	80%	92%
Quality of teaching/instruction	76%	92%
Curriculum/academic program	64%	88%
Individualized student attention	63%	75%
Student-teacher ratio/class size	74%	92%
Services provided to special needs students <sup>1</sup>	54%	68%
Opportunities for parental involvement	82%	88%
School administration	72%	79%
Faculty/teachers	68%	84%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2005 by the Center of Excellence in Leadership of Learning at the University of Indianapolis. ■ Parent and staff evaluation of a more extensive list of features can be found in this school's supplemental report. "Excellent" and "very good" responses are on a five-point scale (scale also includes "good," "fair," and "poor"). Calculations do not include missing and "don't know" responses. See Supplemental Report 13 for detailed notes on survey protocol and analysis. ■ <sup>1</sup>Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.



# IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Flanner House Elementary School satisfactorily met its obligations in 2004-05 for compliance with laws and regulations and in providing access to

students across Indianapolis. Neither the Mayor’s Office’s internal systems nor the expert site visit team indicated any significant concerns related to these

obligations. In some cases, nonetheless, reporting and compliance requirements were not submitted in a timely manner.

# IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

Flanner House Elementary School

K

EXPERT SITE VISIT TEAM’S KEY COMMENTS

**Overall:** “While the school demonstrates a strong culture and progress in student learning, there is room for improvement. The team recommends that the large majority of thinking and actual work associated with continued improvement be done by teachers.”

Key Commendations	<ul style="list-style-type: none"> <li>• The team found high levels of satisfaction with the school’s climate and culture.</li> <li>• The school is providing a variety of classroom activities that develop the basic skills outlined in its mission, along with after-school activities that support the development of the “ideal student.”</li> </ul>
Key Areas of Attention	<ul style="list-style-type: none"> <li>• The team was concerned that the school’s leadership has not worked with parents and teachers to adopt clear goals for the school.</li> <li>• Staff should critically examine student performance data to identify areas of strength and areas needing further attention, set benchmarks, and develop action plans.</li> </ul>



GRADES SERVED IN 04-05

**9-12**

NUMBER OF STUDENTS  
ENROLLED IN 04-05

**126**

*Source: Indiana Department  
of Education, based on school's  
Pupil Enrollment Count reported  
every October.*

The mission of the **Flanner  
House Higher Learning Center**  
is to provide an alternative  
school environment, adaptable  
to **diverse learning** styles  
and lifestyle circumstances.

# FLANNER HOUSE HIGHER LEARNING CENTER

## SUMMARY OF PERFORMANCE

The mission of the Flanner House Higher Learning Center is to provide an alternative school environment, adaptable to diverse learning styles and lifestyle circumstances. The school's design aims to enable students both to obtain an academic high school diploma and to master the skills they will need for success in higher education, careers and life.

*The charter for the Flanner House Higher Learning Center has been revoked because of problems outlined in this report and the 2004 Accountability Report on Mayor-Sponsored Charter Schools.*

## IS THE EDUCATIONAL PROGRAM A SUCCESS?

### Flanner House Higher Learning Center

**A**

#### ADEQUATE YEARLY PROGRESS

As Determined by the Indiana Department of Education

Overall Determination: No	English	Math	Attendance	Participation Rate <sup>1</sup>
All students	No	No	Yes	Yes
Black, not of Hispanic origin				
White, not of Hispanic origin				
Free/reduced-price lunch				

Source: Indiana Department of Education. AYP determinations are required by the federal No Child Left Behind legislation. Blank areas denote that the Indiana Department of Education concluded that it was not possible to make a determination in the particular category for this school. The Indiana Department of Education also concluded that it was not possible to make a determination in other subgroups (e.g., Hispanic, Limited English Proficient, or Special Education) for any of the Mayor-Sponsored Charter Schools; thus these categories are not included in this figure. Attendance Rate determination is only made for "All Students," not for subgroups. ■ <sup>1</sup>To meet AYP goals, 95% of eligible students must participate in testing.

### ISTEP+ RESULTS

The Flanner House Higher Learning Center failed to properly administer the ISTEP+ exam to a significant number of students in 2004. None of the 9th grade students who were listed on the 2004 report of Average Daily Membership submitted to the Indiana Department of Education took the 9th grade ISTEP+ exam as required. As shown below (■ **CHART B**), in 2004 only a handful of the Flanner House Higher Learning Center 10th graders taking ISTEP+ received passing marks.

### Flanner House Higher Learning Center

**B**

#### STUDENTS PASSING ISTEP+ TESTS

At the Beginning of the Fall Semester

	English			Math			Both (English & Math)			Science		
	'02	'03	'04	'02	'03	'04	'02	'03	'04	'02	'03	'04
10th Graders		11%	4%		3%	2%		2%	1%			

Source: Indiana Department of Education. ■ See page 9 in the main report for statewide data. Percentages rounded to the nearest whole number. Blank areas denote that Indiana did not offer a particular subject test in that grade for that year, or there were no students in the applicable grade in this school at the time of testing.

## GROWTH IN TEST SCORES OVER TIME

Charter schools administered the highly-regarded Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. American Institutes for Research (AIR), a major nonprofit research organization, analyzed the results for the Mayor's Office to determine whether students gained ground, lost ground, or stayed even relative to their peers nationally and in Indiana over the course of the 2004-05 academic year. Because NWEA does

not publish proficiency levels for high school grades, it was not possible for AIR to examine what proportion of students in this school made sufficient progress to reach proficiency over time.

### Comparative Gains: How much did Flanner House Higher Learning Center students improve relative to their peers?

As ■ **CHART C** and ■ **CHART D** show, too few students at Flanner House Higher Learning Center took the tests in both the fall and the spring in order

to report average gains. Similar to Indiana Department of Education policy, this report does not include average gains for any subject and grade in which fewer than ten students took the test in both fall and spring. At Flanner House Higher Learning Center, the number of students who took a given test in both seasons ranged from one to eight; in no subject did at least ten students take the test in both the fall and spring. As a result, no information is reported about Flanner House Higher Learning Center students' gains in any grade or subject.

## Flanner House Higher Learning Center

C

### ACADEMIC PROGRESS OF STUDENTS

Flanner House Higher Learning Center vs. Indiana Norms (IN), Fall 2004 Through Spring 2005

Grade/Subject	Flanner House Higher Learning Center Gains vs. IN Gains		Gained or Lost Ground		
	School Gains	IN Gains	Gained Ground	Stayed Even	Lost Ground
9th Grade Math	*	6.2			
9th Grade Reading	*	1.6			
9th Grade Language	*	2.0			
10th Grade Math	*	-			
10th Grade Reading	*	-			
10th Grade Language	*	-			
11th Grade Math	*	-			
11th Grade Reading	*	-			
11th Grade Language	*	-			
12th Grade Math	*	-			
12th Grade Reading	*	-			
12th Grade Language	*	-			

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by American Institutes for Research, 2005. ■ A notation of "\*" indicates no growth data are reported because fewer than ten students had growth data in this grade and subject. This follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below ten (Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 31). A notation of "-" indicates that no comparison data are available for that grade and subject. Students are said to have "gained ground" or "lost ground" if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 13 for detailed notes on test score analysis.



**D**
**ACADEMIC PROGRESS OF STUDENTS**

Flanner House Higher Learning Center vs. National Norms (US), Fall 2004 Through Spring 2005

Grade/Subject	Flanner House Higher Learning Center Gains vs. US Gains		Gained or Lost Ground		
	School Gains	US Gains	Gained Ground	Stayed Even	Lost Ground
9th Grade Math	*	5.8			
9th Grade Reading	*	2.9			
9th Grade Language	*	2.4			
10th Grade Math	*	4.8			
10th Grade Reading	*	2.6			
10th Grade Language	*	1.9			
11th Grade Math	*	-			
11th Grade Reading	*	-			
11th Grade Language	*	-			
12th Grade Math	*	-			
12th Grade Reading	*	-			
12th Grade Language	*	-			

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by American Institutes for Research, 2005. ■ A notation of "\*" indicates no growth data are reported because fewer than ten students had growth data in this grade and subject. This follows the Indiana Department of Education policy of not reporting performance data when the number of students tested falls below ten (Indiana Department of Education Consolidated State Application Accountability Workbook, June 2005, p. 31). A notation of "-" indicates that no comparison data are available for that grade and subject. Students are said to have "gained ground" or "lost ground" if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 13 for detailed notes on test score analysis.

## IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

**E**
**EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY**

Findings from Expert Site Visit Teams, Reviews by an Outside Accounting Firm, Results from an Independent Survey, and Oversight by the Mayor's Office

	Findings
Fiscal Health	The school's financial practices were managed satisfactorily in 2004-05, with the exception of proper and timely allocation of shared costs with Flanner House Elementary School. The Flanner House Higher Learning Center, however, did not accurately report enrollment figures to the Indiana Department of Education in 2003-04 and 2004-05 based on an audit by the Indiana State Board of Accounts. In 2003-04 and 2004-05, the State of Indiana and the local county auditors paid the Flanner House Higher Learning Center for 98 students for whom the school could not substantiate attendance and receipt of educational services. As a result, the Flanner House Higher Learning Center will have to forego over \$600,000 in state and local revenue for the school in order to repay revenue incorrectly received in 2003-04 and 2004-05.
Board Governance	Board members were not deeply involved in daily school operations or in providing planning guidance.
Leadership	Arbitrary changes and questionable hiring practices have created a culture of mistrust. The school has been unsuccessful in hiring and empowering a strong, talented school leader.

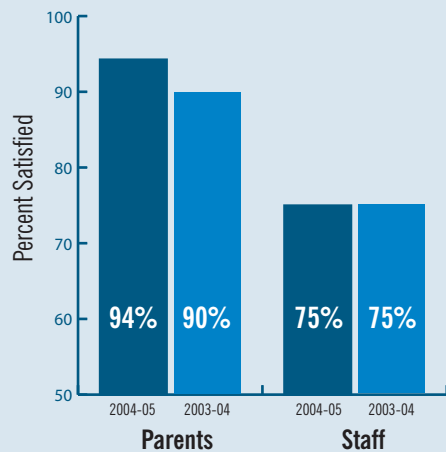


## PARENT AND STAFF SURVEY RESULTS

### Flanner House Higher Learning Center

**F**

#### OVERALL SATISFACTION



Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2004 and spring 2005 by the Center of Excellence in Leadership of Learning at the University of Indianapolis. ■ Calculations do not include missing responses. "Satisfied" includes "very satisfied" and "somewhat satisfied" responses. See Supplemental Report 13 for detailed notes on survey protocol and analysis.

### Flanner House Higher Learning Center

**G**

#### PARENTS AND STAFF WHO ARE LIKELY TO...

	Parents	Staff
Recommend the school to friends and colleagues	88%	88%
Return to the school next year	88%	89%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2005 by the Center of Excellence in Leadership of Learning at the University of Indianapolis. ■ Calculations include "extremely likely" and "very likely" responses. Calculations do not include missing responses. See Supplemental Report 13 for detailed notes on survey protocol and analysis.

### Flanner House Higher Learning Center

**H**

#### PARENTS/STAFF EVALUATION

Excellent/Very Good Responses of Select Features

	Parents	Staff
Overall quality of education	59%	40%
Quality of teaching/instruction	44%	50%
Curriculum/academic program	56%	70%
Individualized student attention	63%	70%
Student-teacher ratio/class size	72%	56%
Services provided to special needs students <sup>1</sup>	65%	60%
Opportunities for parental involvement	56%	56%
School administration	47%	63%
Faculty/teachers	50%	80%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2005 by the Center of Excellence in Leadership of Learning at the University of Indianapolis. ■ Parent and staff evaluation of a more extensive list of features can be found in this school's supplemental report. "Excellent" and "very good" responses are on a five-point scale (scale also includes "good," "fair," and "poor"). Calculations do not include missing and "don't know" responses. See Supplemental Report 13 for detailed notes on survey protocol and analysis. ■ <sup>1</sup>Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.

# IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Several areas of concern were highlighted by the site visit team, involving significant deviations from the

Flanner House Higher Learning Center Charter. Major departures from the academic program were noted, and the

school is not fully in compliance with all special education guidelines and laws.

# IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

<div>Flanner House Higher Learning Center</div> <div> <div></div> <div>EXPERT SITE VISIT TEAM’S KEY COMMENTS</div> </div>	
<p><b>Overall:</b> “The purpose of a school is teaching and learning. The Flanner House Higher Learning Center is very off track in its priorities and focus. The school must immediately develop an action plan to specify appropriate steps for getting the school re-focused on its mission and student learning.”</p>	
Key Commendations	<ul style="list-style-type: none"> <li>• The Flanner House Higher Learning Center is a new school that intends to work with a challenging population.</li> <li>• The A+ Learning System computer-based curriculum is able to provide daily information about student learning to both students and teachers, including goals, objectives and critical vocabulary.</li> </ul>
Key Areas of Attention	<ul style="list-style-type: none"> <li>• The lack of academic staff is the central barrier to the success of the school.</li> <li>• The school does not have an explicit academic planning process, and is significantly deviating from its charter.</li> <li>• Due to poor data management and monitoring, the school has been unable to meet federal and state requirements, such as correctly reporting enrollment figures that determine funding levels.</li> <li>• The site visit team had multiple concerns related to the implementation of the A+ Learning System curriculum and its rigor.</li> <li>• The Flanner House Higher Learning Center has purported to graduate students who did not meet the school’s binding written requirements for graduation as set out in the charter.</li> </ul>

Each charter school must meet **stringent** measures of performance and **achievement**.



GRADES SERVED IN 04-05

9

NUMBER OF STUDENTS  
ENROLLED IN 04-05

49

*Source: Indiana Department  
of Education, based on school's  
Pupil Enrollment Count reported  
every October.*

The small size of  
Indianapolis Metropolitan  
Career Academy #1 attempts  
to ensure that every student has  
genuine, individualized  
relationships with  
teachers and other adults.

# INDIANAPOLIS METROPOLITAN CAREER ACADEMY #1

## SUMMARY OF PERFORMANCE

Indianapolis Metropolitan Career Academy #1 is committed to educating “one student at a time” in a small school community that provides a unique, personalized education for students working towards their high school diploma. The school’s small size aims to ensure that every student has genuine, individualized relationships with teachers and other adults.

## IS THE EDUCATIONAL PROGRAM A SUCCESS?

Information about Adequate Yearly Progress is not available for this school because it just completed its first year of operation.

### ISTEP+ RESULTS

Though Indianapolis Metropolitan Career Academy #1 students took the state’s ISTEP+ exams, they did so shortly after the school opened at the beginning of the school year. As a result, the school’s results on the state tests reflect students’ starting levels of academic achievement rather than the school’s performance.

#### Indianapolis Metropolitan Career Academy #1

**A**

#### STUDENTS PASSING ISTEP+ TESTS

At the *Beginning* of the Fall Semester

	English '04	Math '04	Both (English & Math) '04	Science '04
9th Graders	39%	37%	26%	

*Source: Indiana Department of Education. See page 9 in the main report for statewide data. Percentages rounded to the nearest whole number. Blank areas denote that Indiana did not offer a particular subject test in that grade for that year; or there were no students in the applicable grade in this school at the time of testing.*

# GROWTH IN TEST SCORES OVER TIME

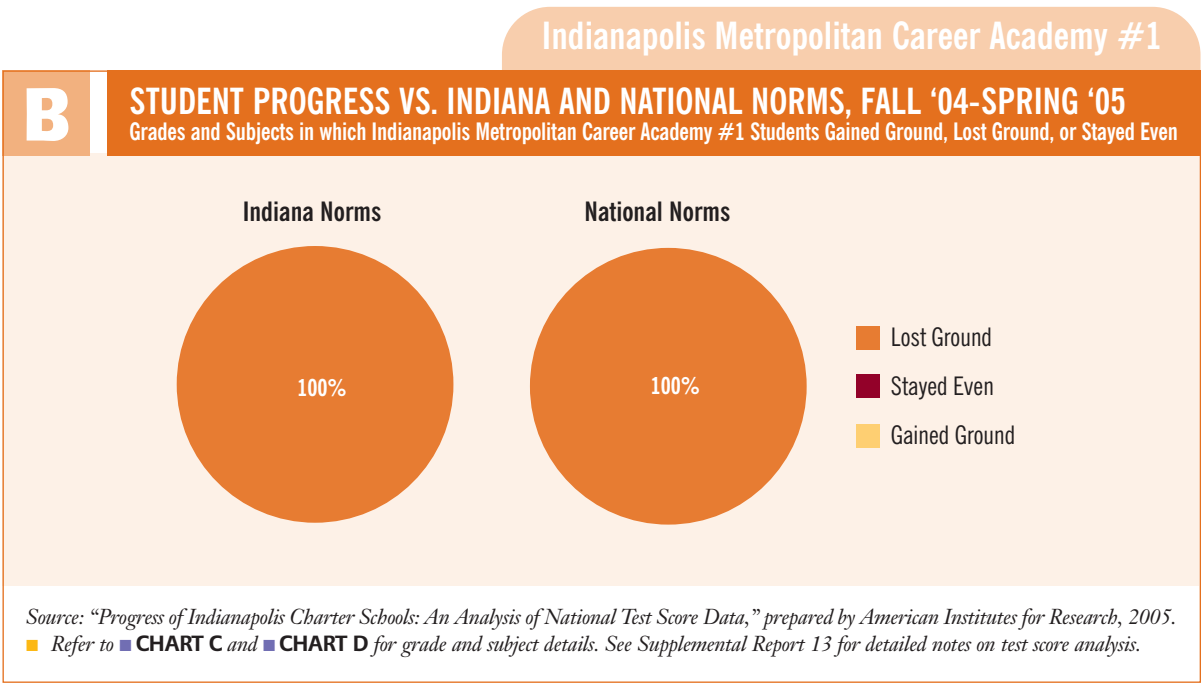
Charter schools administered the highly-regarded Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. American Institutes for Research (AIR), a major nonprofit research organization, analyzed the results for the Mayor's Office to determine whether students gained ground, lost ground, or stayed even relative to their peers nationally and in Indiana over the course of the 2004-05 academic year. Because NWEA does

not publish proficiency levels for high school grades, it was not possible for AIR to examine what proportion of students in this school made sufficient progress to reach proficiency over time.

## Comparative Gains: How much did Indianapolis Metropolitan Career Academy #1 students improve relative to their peers?

AIR was able to compare the average gains of students at Indianapolis Metropolitan Career Academy #1 with those of students across Indiana

(■ **CHART C**) and the US (■ **CHART D**). The figures show where Indianapolis Metropolitan Career Academy #1 students gained ground, lost ground, or stayed even relative to their peers. As the pie charts below show, Indianapolis Metropolitan Career Academy #1 students lost ground against their Indiana and national peers in all three grades and subjects (■ **CHART B**).





## Indianapolis Metropolitan Career Academy #1

C

### ACADEMIC PROGRESS OF STUDENTS

Indianapolis Metropolitan Career Academy #1 vs. Indiana Norms (IN), Fall 2004 Through Spring 2005

Grade/Subject	Indianapolis Metropolitan Career Academy #1 Gains vs. IN Gains		Gained or Lost Ground		
	School Gains	IN Gains	Gained Ground	Stayed Even	Lost Ground
9th Grade Math	2.9	6.2			-3.3
9th Grade Reading	0.4	1.6			-1.2
9th Grade Language	0.2	2.0			-1.8

**How to Read this Figure:** The first row, as an example, under the Grade/Subject column is 9th grade math. The numbers in that row show that 9th grade students at Indianapolis Metropolitan Career Academy #1 made an average gain of 2.9 points, compared to 6.2 points for the average IN student. These students “lost ground” compared to the average IN student because their average gains were 3.3 points lower.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by American Institutes for Research, 2005. ■ See Supplemental Report 13 for detailed notes on test score analysis.

## Indianapolis Metropolitan Career Academy #1

D

### ACADEMIC PROGRESS OF STUDENTS

Indianapolis Metropolitan Career Academy #1 vs. National Norms (US), Fall 2004 Through Spring 2005

Grade/Subject	Indianapolis Metropolitan Career Academy #1 Gains vs. US Gains		Gained or Lost Ground		
	School Gains	US Gains	Gained Ground	Stayed Even	Lost Ground
9th Grade Math	2.9	5.8			-2.9
9th Grade Reading	0.4	2.9			-2.5
9th Grade Language	0.2	2.4			-2.2

**How to Read this Figure:** The first row, as an example, under the Grade/Subject column is 9th grade math. The numbers in that row show that 9th grade students at Indianapolis Metropolitan Career Academy #1 made an average gain of 2.9 points, compared to 5.8 points for the average US student. These students “lost ground” compared to the average US student because their average gains were 2.9 points lower.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by American Institutes for Research, 2005. ■ See Supplemental Report 13 for detailed notes on test score analysis.

# IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

## Indianapolis Metropolitan Career Academy #1

**E**

### EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visit Teams, Reviews by an Outside Accounting Firm, Results from an Independent Survey, and Oversight by the Mayor's Office

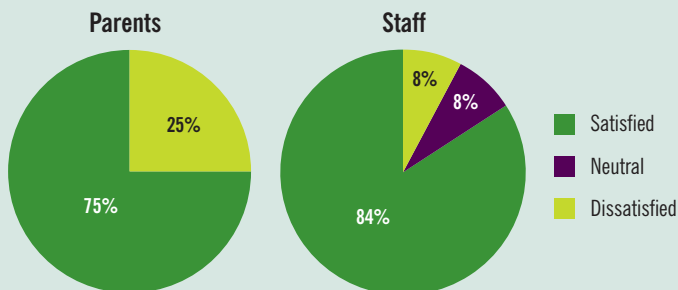
	Findings
Fiscal Health	The school's financial practices were managed satisfactorily in 2004-05, with no significant problems.
Board Governance	The Goodwill Education Initiatives Board that oversees the school conducts serious discussions on school issues and is actively engaged in school oversight. All meetings were held as scheduled. Minutes are appropriately detailed and clearly convey the business conducted and decisions reached.
Leadership	Leaders can focus their attention on academic and school issues, since Goodwill Industries of Central Indiana Inc. capably provides the school's administrative support (e.g., human resources, finance and marketing).

## PARENT AND STAFF SURVEY RESULTS

### Indianapolis Metropolitan Career Academy #1

**F**

### OVERALL SATISFACTION



Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2005 by the Center of Excellence in Leadership of Learning at the University of Indianapolis. ■ Calculations do not include missing responses. "Satisfied" includes "very satisfied" and "somewhat satisfied" responses. See Supplemental Report 13 for detailed notes on survey protocol and analysis.

### Indianapolis Metropolitan Career Academy #1

**G**

### PARENTS/STAFF EVALUATION

Excellent/Very Good Responses of Select Features

	Parents	Staff
Overall quality of education	50%	55%
Quality of teaching/instruction	50%	64%
Curriculum/academic program	50%	73%
Individualized student attention	71%	91%
Student-teacher ratio/class size	92%	92%
Services provided to special needs students <sup>1</sup>	64%	27%
Opportunities for parental involvement	92%	100%
School administration	31%	64%
Faculty/teachers	71%	55%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2005 by the Center of Excellence in Leadership of Learning at the University of Indianapolis. ■ Parent and staff evaluation of a more extensive list of features can be found in this school's supplemental report. "Excellent" and "very good" responses are on a five-point scale (scale also includes "good," "fair," and "poor"). Calculations do not include missing and "don't know" responses. See Supplemental Report 13 for detailed notes on survey protocol and analysis. ■ <sup>1</sup>Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.

## Indianapolis Metropolitan Career Academy #1

H

### PARENTS AND STAFF WHO ARE LIKELY TO...

	Parents	Staff
Recommend the school to friends and colleagues	77%	73%
Return to the school next year	64%	91%

*Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2005 by the Center of Excellence in Leadership of Learning at the University of Indianapolis. ■ Calculations include “extremely likely” and “very likely” responses. Calculations do not include missing responses. See Supplemental Report 13 for detailed notes on survey protocol and analysis.*

## IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Indianapolis Metropolitan Career Academy #1 satisfactorily met its obligations in 2004-05 for compliance with laws and regulations and in

providing access to students across Indianapolis. Neither the Mayor’s Office’s internal systems nor the expert site visit team indicated any significant

concerns related to these obligations. In some cases, nonetheless, reporting and compliance requirements were not submitted in a timely manner.

## IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

### Indianapolis Metropolitan Career Academy #1

I

### EXPERT SITE VISIT TEAM’S KEY COMMENTS

**Overall:** “The school is vigilant about identifying and responding to weaknesses and needs, and the related partnership with Goodwill Industries of Central Indiana Inc. is exemplary. The Chief Executive Officer and staff are committed and supportive, and the Learning Through Internships (LTI) program is providing real-world skills for participating students.”

#### Key Commendations

- Staff undergoes a rigorous selection process before employment; all constituents describe staff as committed to students and steeped in the MET model.
- The school continues to improve its use of data to understand student learning and to guide instruction.
- Students are articulate about their learning goals and the value of their internship experiences; 80% of students participate in LTI’s.

#### Key Areas of Attention

- First-year implementation of the MET model has been more effective in language arts than in social studies, mathematics and science. Learning in these latter areas should be strengthened to meet state standards.
- The complexity of the MET model puts great demands on teachers; the school must consider ways to reduce staff stress.
- Staff members have different expectations on how many graduates will be college-ready — the school needs to set clear expectations in this area and communicate them with staff, parents, and students.



GRADES SERVED IN 04-05

9

NUMBER OF STUDENTS  
ENROLLED IN 04-05

51

*Source: Indiana Department  
of Education, based on school's  
Pupil Enrollment Count reported  
every October.*

**Indianapolis Metropolitan  
Career Academy #2 is  
committed** to educating  
“one student at a time” in  
a **small school** community.

# INDIANAPOLIS METROPOLITAN CAREER ACADEMY #2

## SUMMARY OF PERFORMANCE

Indianapolis Metropolitan Career Academy #2 is committed to educating “one student at a time” in a small school community that provides a unique, personalized education for students working towards their high school diploma. The school’s small size aims to ensure that every student has genuine, individualized relationships with teachers and other adults.

## IS THE EDUCATIONAL PROGRAM A SUCCESS?

Information about Adequate Yearly Progress is not available for this school because it just completed its first year of operation.

### ISTEP+ RESULTS

Though Indianapolis Metropolitan Career Academy #2 students took the state’s ISTEP+ exams, they did so shortly after the school opened at the beginning of the school year. As a result, the school’s results on the state tests reflect students’ starting levels of academic achievement rather than the school’s performance.

### Indianapolis Metropolitan Career Academy #2

**A**

#### STUDENTS PASSING ISTEP+ TESTS

At the *Beginning* of the Fall Semester

	English '04	Math '04	Both (English & Math) '04	Science '04
9th Graders	38%	25%	17%	

*Source: Indiana Department of Education. See page 9 in the main report for statewide data. Percentages rounded to the nearest whole number. Blank areas denote that Indiana did not offer a particular subject test in that grade for that year; or there were no students in the applicable grade in this school at the time of testing.*



# GROWTH IN TEST SCORES OVER TIME

## Are students making adequate and substantial gains over time?

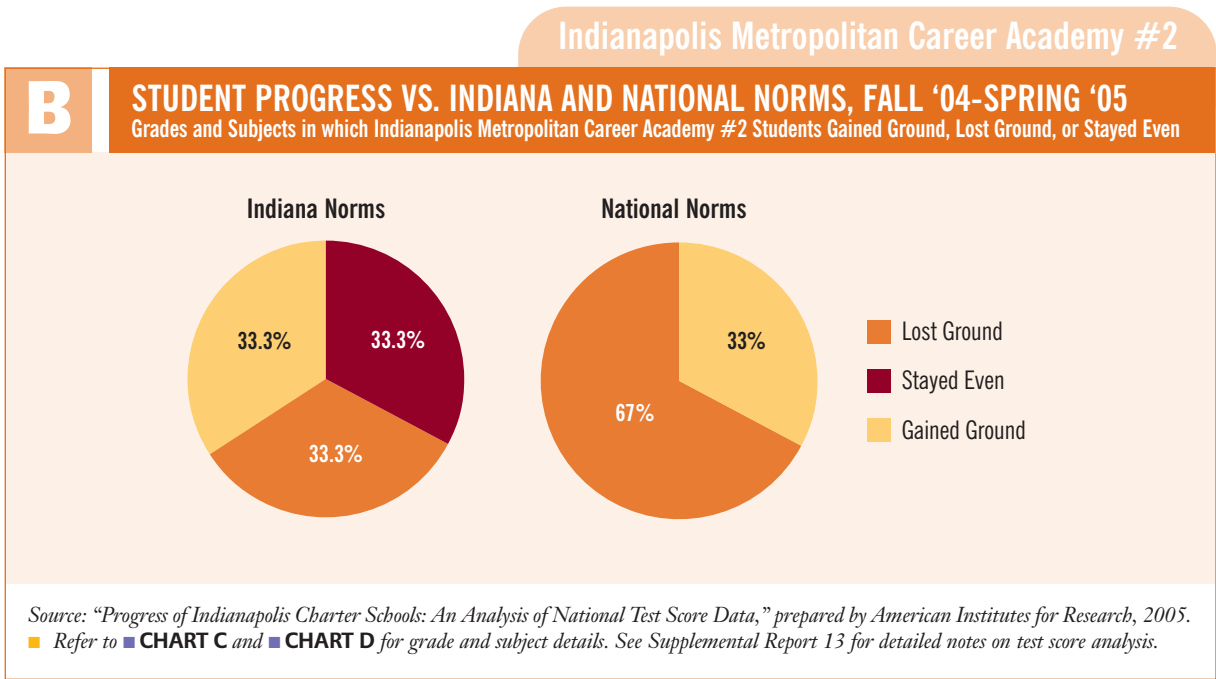
Charter schools administered the highly-regarded Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. American Institutes for Research (AIR), a major nonprofit research organization, analyzed the results for the Mayor's Office to determine whether students gained ground, lost ground, or stayed even relative to their peers nationally and in

Indiana over the course of the 2004-05 academic year. Because NWEA does not publish proficiency levels for high school grades, it was not possible for AIR to examine what proportion of students in this school made sufficient progress to reach proficiency over time.

## Comparative Gains: How much did Indianapolis Metropolitan Career Academy #2 students improve relative to their peers?

AIR was able to compare the average gains of students at Indianapolis

Metropolitan Career Academy #2 with those of students across Indiana (■ CHART C) and the US (■ CHART D). The figures show where Indianapolis Metropolitan Career Academy #2 students gained ground, lost ground, or stayed even relative to their peers. As the pie charts below show, Indianapolis Metropolitan Career Academy #2 students gained ground relative to their Indiana and national peers in one out of three (33%) grades and subjects (■ CHART B).



## Indianapolis Metropolitan Career Academy #2

C

### ACADEMIC PROGRESS OF STUDENTS

Indianapolis Metropolitan Career Academy #2 vs. Indiana Norms (IN), Fall 2004 Through Spring 2005

Grade/Subject	Indianapolis Metropolitan Career Academy #2 Gains vs. IN Gains		Gained or Lost Ground		
	School Gains	IN Gains	Gained Ground	Stayed Even	Lost Ground
9th Grade Math	4.8	6.2			-1.4
9th Grade Reading	1.4	1.6		-0.2 <sup>1</sup>	
9th Grade Language	4.1	2.0	2.1		

**How to Read this Figure:** The first row, as an example, under the Grade/Subject column is 9th grade math. The numbers in that row show that 9th grade students at Indianapolis Metropolitan Career Academy #2 made an average gain of 4.8 points, compared to 6.2 points for the average IN student. These students “lost ground” compared to the average IN student because their average gains were 1.4 points lower.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by American Institutes for Research, 2005. ■ See Supplemental Report 13 for detailed notes on test score analysis. ■ <sup>1</sup>The t-test used to determine the statistical significance of all gains and losses showed that there was no significant difference between the average gains for 9th grade reading at Indianapolis Metropolitan Career Academy #2 and the average gains recorded across Indiana.

## Indianapolis Metropolitan Career Academy #2

D

### ACADEMIC PROGRESS OF STUDENTS

Indianapolis Metropolitan Career Academy #2 vs. National Norms (US), Fall 2004 Through Spring 2005

Grade/Subject	Indianapolis Metropolitan Career Academy #2 Gains vs. US Gains		Gained or Lost Ground		
	School Gains	US Gains	Gained Ground	Stayed Even	Lost Ground
9th Grade Math	4.8	5.8			-1.0
9th Grade Reading	1.4	2.9			-1.5
9th Grade Language	4.1	2.4	1.7		

**How to Read this Figure:** The first row, as an example, under the Grade/Subject column is 9th grade math. The numbers in that row show that 9th grade students at Indianapolis Metropolitan Career Academy #2 made an average gain of 4.8 points, compared to 5.8 points for the average US student. These students “lost ground” compared to the average US student because their average gains were 1.0 point lower.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by American Institutes for Research, 2005. ■ See Supplemental Report 13 for detailed notes on test score analysis.

# IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

## Indianapolis Metropolitan Career Academy #2

**E**

### EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visit Teams, Reviews by an Outside Accounting Firm, Results from an Independent Survey, and Oversight by the Mayor's Office

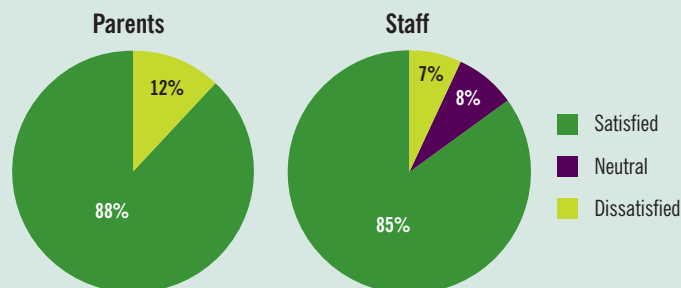
	Findings
Fiscal Health	The school's financial practices were managed satisfactorily in 2004-05, with no significant problems.
Board Governance	The Goodwill Education Initiatives Board that oversees the school conducts serious discussions on school issues and is actively engaged. All meetings were held as scheduled. Minutes are appropriately detailed and clearly convey the business conducted and decisions reached.
Leadership	Leaders can focus their attention on academic and school issues, since Goodwill Industries of Central Indiana Inc. capably provides the school's administrative support (e.g., human resources, finance and marketing).

## PARENT AND STAFF SURVEY RESULTS

### Indianapolis Metropolitan Career Academy #2

**F**

### OVERALL SATISFACTION



Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2005 by the Center of Excellence in Leadership of Learning at the University of Indianapolis. ■ Calculations do not include missing responses. "Satisfied" includes "very satisfied" and "somewhat satisfied" responses. See Supplemental Report 13 for detailed notes on survey protocol and analysis.

**G**

### PARENTS/STAFF EVALUATION

Excellent/Very Good Responses of Select Features

	Parents	Staff
Overall quality of education	71%	42%
Quality of teaching/instruction	69%	67%
Curriculum/academic program	65%	42%
Individualized student attention	81%	83%
Student-teacher ratio/class size	82%	92%
Services provided to special needs students <sup>1</sup>	58%	33%
Opportunities for parental involvement	88%	75%
School administration	80%	46%
Faculty/teachers	81%	58%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2005 by the Center of Excellence in Leadership of Learning at the University of Indianapolis. ■ Parent and staff evaluation of a more extensive list of features can be found in this school's supplemental report. "Excellent" and "very good" responses are on a five-point scale (scale also includes "good," "fair," and "poor"). Calculations do not include missing and "don't know" responses. See Supplemental Report 13 for detailed notes on survey protocol and analysis. ■ <sup>1</sup>Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.

## Indianapolis Metropolitan Career Academy #2

# H

### PARENTS AND STAFF WHO ARE LIKELY TO...

	Parents	Staff
Recommend the school to friends and colleagues	88%	67%
Return to the school next year	82%	75%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2005 by the Center of Excellence in Leadership of Learning at the University of Indianapolis. ■ Calculations include “extremely likely” and “very likely” responses. Calculations do not include missing responses. See Supplemental Report 13 for detailed notes on survey protocol and analysis.

## IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

Indianapolis Metropolitan Career Academy #2 satisfactorily met its obligations in 2004-05 for compliance with laws and regulations and in

providing access to students across Indianapolis. Neither the Mayor’s Office’s internal systems nor the expert site visit team indicated any significant

concerns related to these obligations. In some cases, nonetheless, reporting and compliance requirements were not submitted in a timely manner.

## IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

### Indianapolis Metropolitan Career Academy #2

# I

### EXPERT SITE VISIT TEAM’S KEY COMMENTS

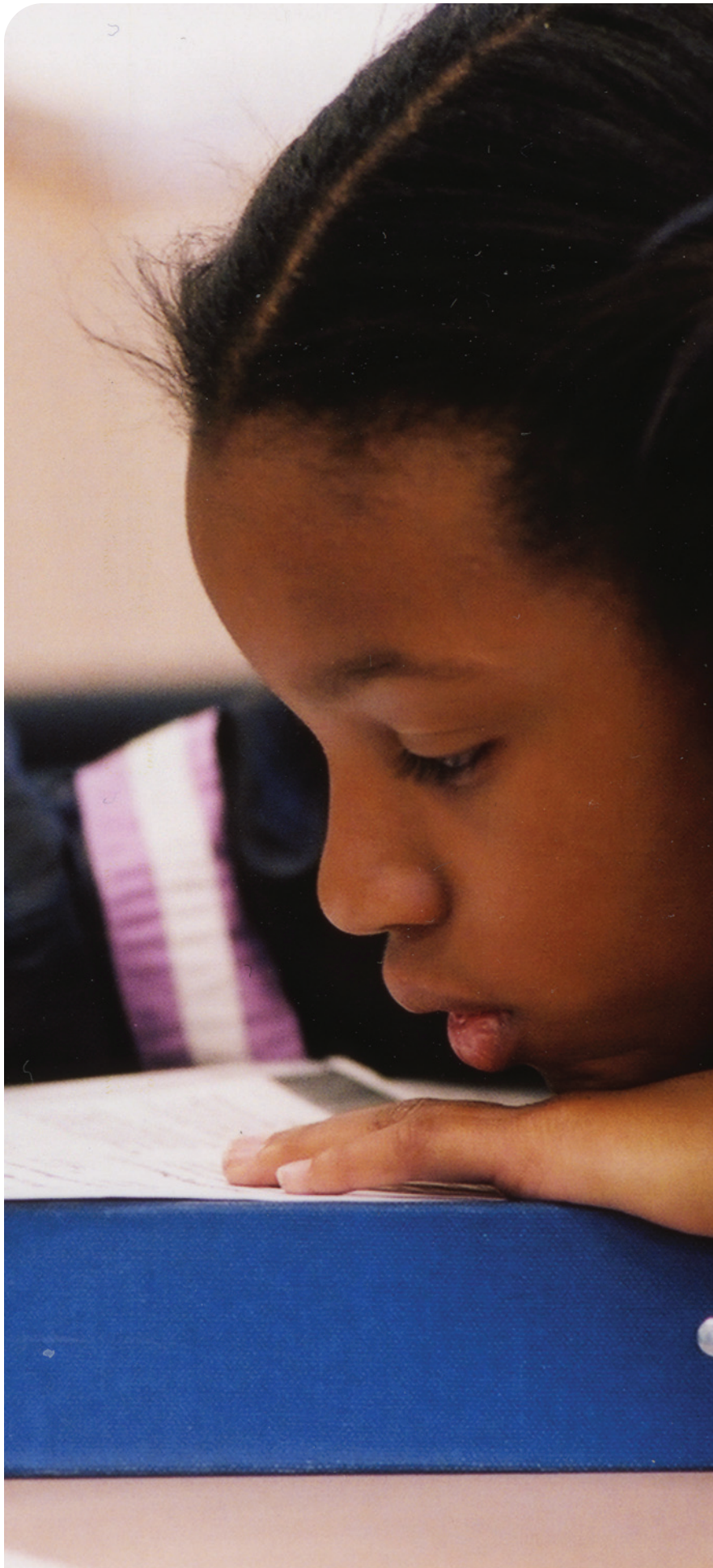
**Overall:** “All constituents report that they know and support the mission of Indianapolis Metropolitan Career Academy #2; the partnership with Goodwill Industries of Central Indiana Inc. is exemplary. The staff are committed and supportive, and the school has developed an impressive array of diverse internship sites for students.”

#### Key Commendations

- Students and teachers alike are becoming more familiar with the MET model; parents, students, and teachers all report an increase in student learning.
- Staff members undergo a rigorous selection process before employment that heavily involves all stakeholders on a search team.
- The school has an effective process for engaging parents in learning plan activities, internship site approval, and ongoing discussions with advisors.

#### Key Areas of Attention

- Learning experiences are stronger in language arts, writing, and communication than in social studies, mathematics and science. Teacher-led direct instruction in these areas may benefit students more than the supplementary PLATO on-line curricula.
- The complexity of the MET model puts great demands on teachers; the school must consider ways to reduce staff stress.
- Strategies are needed to prevent the significant student attrition that occurred during the first year.



GRADES SERVED IN 04-05

**5**

NUMBER OF STUDENTS  
ENROLLED IN 04-05

**83**

*Source: Indiana Department  
of Education, based on school's  
Pupil Enrollment Count reported  
every October.*

**KIPP Indianapolis College  
Preparatory's mission is to  
strengthen** the character,  
knowledge, and academic skills  
of its students, **empowering**  
them to make decisions that  
ensure success in college.



# KIPP INDIANAPOLIS COLLEGE PREPARATORY

## SUMMARY OF PERFORMANCE

KIPP Indianapolis College Preparatory's mission is to strengthen the character, knowledge, and academic skills of its students, empowering them to make decisions that ensure success in college, and hence resulting in their ability to positively impact the world. The middle school promotes six core values: perseverance, respect, courage, excellence, dignity, and teamwork. KIPP Indianapolis College Preparatory is part of a national network of KIPP schools that operate on a core set of operating principles known as the Five Pillars: high expectations; choice and commitment; more time; power to lead; and focus on results.

## IS THE EDUCATIONAL PROGRAM A SUCCESS?

Information about Adequate Yearly Progress is not available for this school because it just completed its first year of operation.

### ISTEP+ RESULTS

Though KIPP Indianapolis College Preparatory students took the state's ISTEP+ exams, they did so shortly after the school opened at the beginning of the school year. As a result, the school's results on the state tests reflect students' starting levels of academic achievement rather than the school's performance.

#### KIPP Indianapolis College Preparatory

**A**

#### STUDENTS PASSING ISTEP+ TESTS

At the *Beginning* of the Fall Semester

	English '04	Math '04	Both (English & Math) '04	Science '04
5th Graders	22%	31%	19%	12%

*Source: Indiana Department of Education. See page 9 in the main report for statewide data. Percentages rounded to the nearest whole number.*

# GROWTH IN TEST SCORES OVER TIME

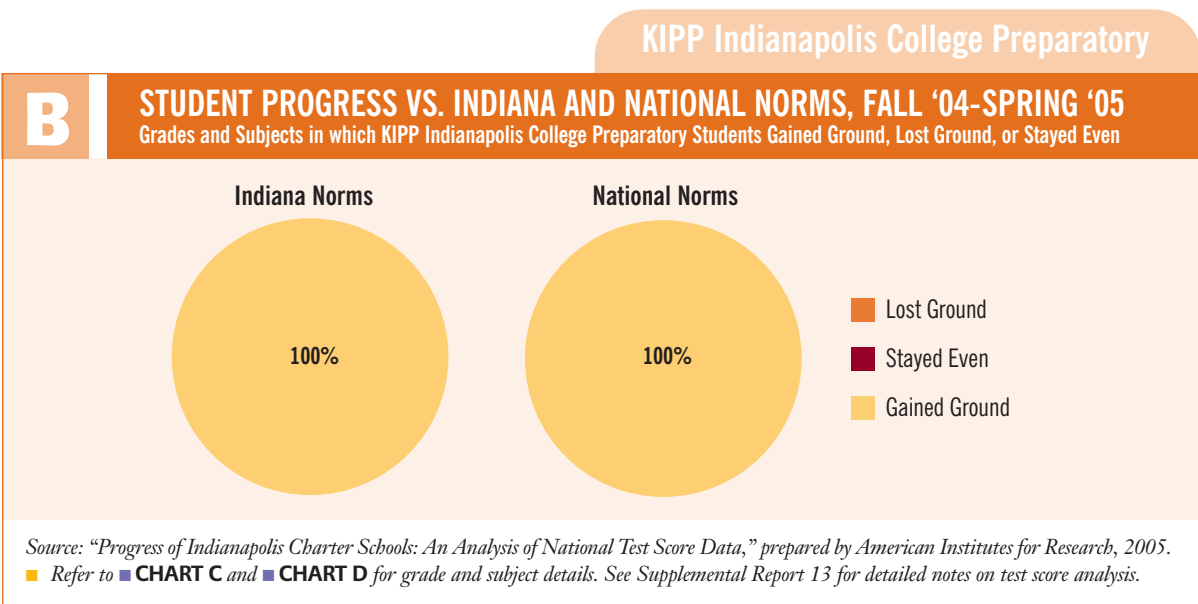
Charter schools administered the highly-regarded Northwest Evaluation Association’s (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. American Institutes for Research (AIR), a major nonprofit research organization, analyzed the results for the Mayor’s Office to answer two questions about how much students learned over the course of the 2004-05 academic year:

- Did students gain ground, lose ground, or stay even relative to their peers nationally and in Indiana?
- What proportion of students made sufficient progress to reach proficiency over time?

## Comparative Gains: How much did KIPP Indianapolis College Preparatory students improve relative to their peers?

AIR was able to compare the average gains of students at KIPP Indianapolis

College Preparatory with those of students across Indiana (■ **CHART C**) and the US (■ **CHART D**). The figures show where KIPP Indianapolis College Preparatory students gained ground, lost ground, or stayed even relative to their peers. As the pie charts on page 76 show, KIPP Indianapolis College Preparatory students gained ground relative to their Indiana and national peers in all grades and subjects (■ **CHART B**).



**KIPP Indianapolis College Preparatory**

<div style="background-color: #4a5568; color: white; padding: 5px;"> <b>C</b> <b>ACADEMIC PROGRESS OF STUDENTS</b> KIPP Indianapolis College Preparatory vs. Indiana Norms (IN), Fall 2004 Through Spring 2005 </div>					
KIPP Indianapolis College Preparatory Gains vs. IN Gains			Gained or Lost Ground		
Grade/Subject	School Gains	IN Gains	Gained Ground	Stayed Even	Lost Ground
5th Grade Math	16.2	9.0	7.2		
5th Grade Reading	13.5	5.9	7.6		
5th Grade Language	18.3	5.2	13.1		

**How to Read this Figure:** The first row, as an example, under the Grade/Subject column is 5th grade math. The numbers in that row show that 5th grade students at KIPP Indianapolis College Preparatory made an average gain of 16.2 points, compared to 9.0 points for the average IN student. These students “gained ground” compared to the average IN student because their average gains were 7.2 points higher.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by American Institutes for Research, 2005. ■ See Supplemental Report 13 for detailed notes on test score analysis.

## KIPP Indianapolis College Preparatory

**D**

### ACADEMIC PROGRESS OF STUDENTS

KIPP Indianapolis College Preparatory vs. National Norms (US), Fall 2004 Through Spring 2005

Grade/Subject	KIPP Indianapolis College Preparatory Gains vs. US Gains		Gained or Lost Ground		
	School Gains	US Gains	Gained Ground	Stayed Even	Lost Ground
5th Grade Math	16.2	8.8	7.4		
5th Grade Reading	13.5	6.3	7.2		
5th Grade Language	18.3	5.8	12.5		

**How to Read this Figure:** The first row, as an example, under the Grade/Subject column is 5th grade math. The numbers in that row show that 5th grade students at KIPP Indianapolis College Preparatory made an average gain of 16.2 points, compared to 8.8 points for the average US student. These students “gained ground” compared to the average US student because their average gains were 7.4 points higher.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by American Institutes for Research, 2005. ■ See Supplemental Report 13 for detailed notes on test score analysis.

### Sufficient Gains: What proportion of students is on track to reach proficiency?

AIR projected each KIPP Indianapolis College Preparatory student’s *future* MAP test score based on the gain he or she achieved between fall 2004 and spring 2005. If the student continued to gain at the same rate, would he or she be proficient in the subject within two years, and therefore able to pass the ISTEP+ the following fall? If so, he or she made “sufficient gains.” This year’s standard for “sufficient gains” is considerably higher than in last year’s report, in which AIR counted a student’s gains as “sufficient” if the student would become proficient by 8th grade – a relatively long time horizon for younger students. This year, the analysis projects out no more than two years for any student. AIR calculated the percentage of students who made sufficient gains in each subject and grade. ■ **CHART E** displays the results.

## KIPP Indianapolis College Preparatory

**E**

### STUDENTS ACHIEVING SUFFICIENT GAINS

To Become Proficient Within Two Years

	5 <sup>th</sup> Grade
Math	83%
Reading	72%
Language	80%

**How to Read this Figure:** The first row, as an example, under the 5th grade column shows 83%. This means that at their current rate of progress, 83% of 5th graders enrolled at KIPP Indianapolis College Preparatory for the 2004-05 school year are expected to be proficient in math in the spring of their 7th grade year, and thus able to pass the ISTEP+ the following fall.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by American Institutes for Research, 2005. ■ To determine what score is proficient, NWEA conducted a study in 2003 that found a high correlation between student scores on the MAP and the ISTEP+, allowing the NWEA to pinpoint a MAP score that equates with a passing score on the ISTEP+ in each grade and subject. See Supplemental Report 13 for detailed notes on test score analysis.

# IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

## KIPP Indianapolis College Preparatory

**F**

### EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visit Teams, Reviews by an Outside Accounting Firm, Results from an Independent Survey, and Oversight by the Mayor's Office

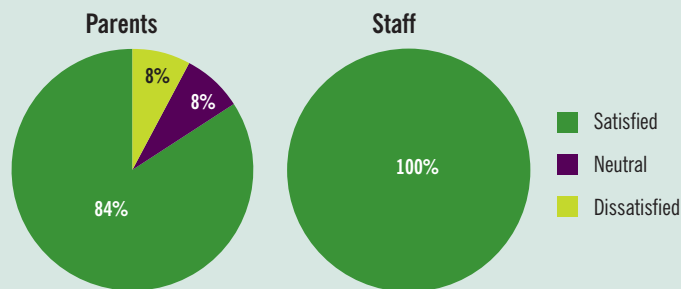
	Findings
Fiscal Health	The school's financial practices were managed satisfactorily in 2004-05, with no significant problems.
Board Governance	The Board of KIPP Indianapolis College Preparatory is diverse and engaged in school affairs. The Board chairperson is exceptionally committed to the school. However, only seven of twelve regularly scheduled meetings were actually held in 2004-05. More documentation is needed on Board meeting motions and votes.
Leadership	Strong leadership has resulted in the successful implementation of the KIPP model and in supporting student learning. Leaders are respected and reported to be effective by parents, teachers, and Board members.

## PARENT AND STAFF SURVEY RESULTS

### KIPP Indianapolis College Preparatory

**G**

### OVERALL SATISFACTION



Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2005 by the Center of Excellence in Leadership of Learning at the University of Indianapolis. ■ Calculations do not include missing responses. "Satisfied" includes "very satisfied" and "somewhat satisfied" responses. See Supplemental Report 13 for detailed notes on survey protocol and analysis.

### KIPP Indianapolis College Preparatory

**H**

### PARENTS/STAFF EVALUATION

Excellent/Very Good Responses of Select Features

	Parents	Staff
Overall quality of education	83%	78%
Quality of teaching/instruction	69%	100%
Curriculum/academic program	73%	78%
Individualized student attention	62%	67%
Student-teacher ratio/class size	51%	44%
Services provided to special needs students <sup>1</sup>	68%	33%
Opportunities for parental involvement	68%	44%
School administration	65%	63%
Faculty/teachers	64%	89%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2005 by the Center of Excellence in Leadership of Learning at the University of Indianapolis. ■ Parent and staff evaluation of a more extensive list of features can be found in this school's supplemental report. "Excellent" and "very good" responses are on a five-point scale (scale also includes "good," "fair," and "poor"). Calculations do not include missing and "don't know" responses. See Supplemental Report 13 for detailed notes on survey protocol and analysis. ■ <sup>1</sup>Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.

## KIPP Indianapolis College Preparatory

### PARENTS AND STAFF WHO ARE LIKELY TO...

	Parents	Staff
Recommend the school to friends and colleagues	80%	75%
Return to the school next year	81%	86%

*Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2005 by the Center of Excellence in Leadership of Learning at the University of Indianapolis. ■ Calculations include “extremely likely” and “very likely” responses. Calculations do not include missing responses. See Supplemental Report 13 for detailed notes on survey protocol and analysis.*

## IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

KIPP Indianapolis College Preparatory satisfactorily met its obligations in 2004-05 for compliance with laws and regulations and in providing access to

students across Indianapolis. Neither the Mayor’s Office’s internal systems nor the expert site visit team indicated any significant concerns related to these

obligations. In several cases, nonetheless, reporting and compliance requirements were not submitted in a timely manner.

## IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

### KIPP Indianapolis College Preparatory

### J EXPERT SITE VISIT TEAM’S KEY COMMENTS

**Overall:** “All constituents agree that KIPP Indianapolis College Preparatory has made significant strides in attaining its mission. A strong, well-developed culture has been incorporated into the school, including dedicated teachers, involved parents, and student assimilation of KIPP values. First-year levels of effort may not be sustainable long-term, and may require the school to pursue [additional] funding sources to ensure adequate staffing.”

#### Key Commendations

- School staff goes above and beyond requirements to ensure that students learn and succeed, including significant time spent with students outside school hours (e.g., tutoring after school and Saturday recreation for families).
- Parents are very involved in the life of the school; recruitment strategies feature effective communication to prospective parents about the commitment required to be successful.
- For a first year school, the creation of an effective school culture has been exemplary. Teacher training on the KIPP model is thorough; all staff knows “what it means to be a KIPPSTER.”

#### Key Areas of Attention

- Staff “burnout” and attrition are potential problems.
- The school might consider how to consistently use data (e.g., NWEA baseline) to understand learning needs. Staff reports the need to devote increased time to designing curricula and learning activities that support the development of students’ critical thinking skills.





GRADES SERVED IN 04-05

**K-3**

NUMBER OF STUDENTS  
ENROLLED IN 04-05

**115**

*Source: Indiana Department  
of Education, based on school's  
Pupil Enrollment Count reported  
every October.*

**The Southeast Neighborhood  
School of Excellence's culture  
aims to promote inclusiveness,  
enthusiasm, and  
excellence with a strong  
emphasis on community  
connectedness.**

# SOUTHEAST NEIGHBORHOOD SCHOOL OF EXCELLENCE

## SUMMARY OF PERFORMANCE

The Southeast Neighborhood School of Excellence is a community-driven neighborhood elementary school. The school's culture aims to promote inclusiveness, enthusiasm, and excellence with a strong emphasis on community connectedness. Service learning activities are used to help students learn about the local neighborhood's community and culture.

## IS THE EDUCATIONAL PROGRAM A SUCCESS?

Information about Adequate Yearly Progress is not available for this school because it just completed its first year of operation.

### ISTEP+ RESULTS

Though the Southeast Neighborhood School of Excellence students took the state's ISTEP+ exams, they did so shortly after the school opened at the beginning of the school year. As a result, the school's results on the state tests reflect students' starting levels of academic achievement rather than the school's performance.

#### Southeast Neighborhood School of Excellence

**A**

#### STUDENTS PASSING ISTEP+ TESTS

At the *Beginning* of the Fall Semester

	English '04	Math '04	Both (English & Math) '04	Science '04
3rd Graders	42%	17%	8%	

*Source: Indiana Department of Education. See page 9 in the main report for statewide data. Percentages rounded to the nearest whole number. Blank areas denote that Indiana did not offer a particular subject test in that grade for that year, or there were no students in the applicable grade in this school at the time of testing.*

# GROWTH IN TEST SCORES OVER TIME

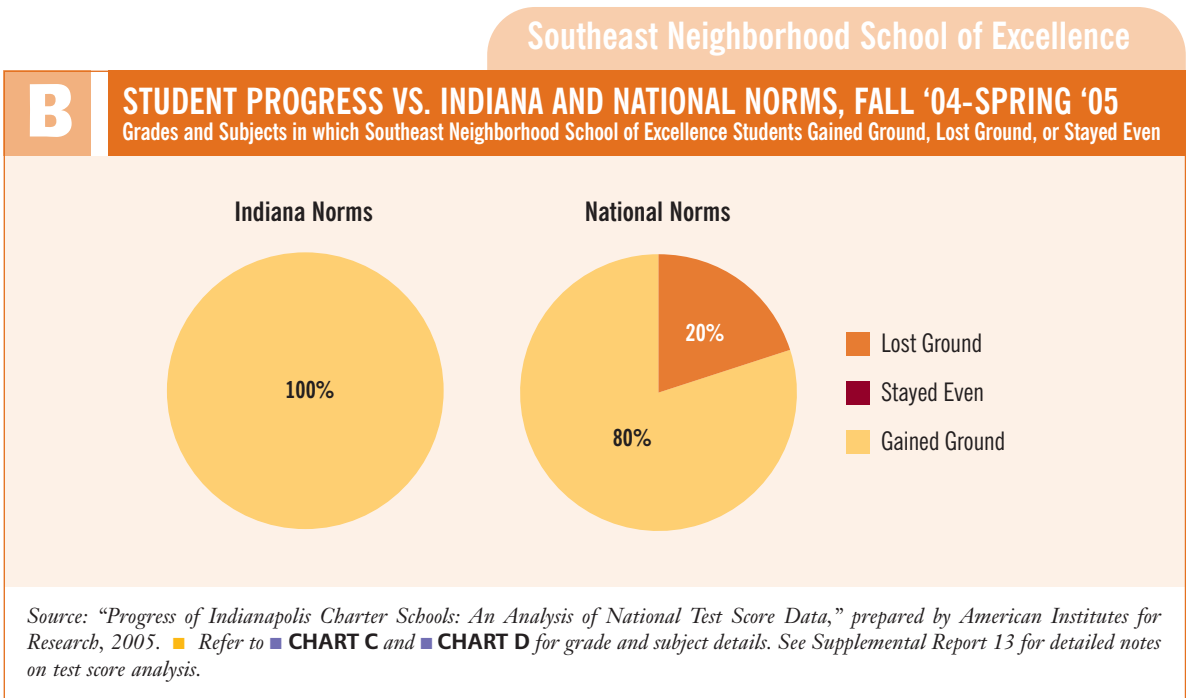
Charter schools administered the highly-regarded Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, math, and language in both the fall and the spring. American Institutes for Research (AIR), a major nonprofit research organization, analyzed the results for the Mayor's Office to answer two questions about how much students learned over the course of the 2004-05 academic year:

- Did students gain ground, lose ground, or stay even relative to their peers nationally and in Indiana?
- What proportion of students made sufficient progress to reach proficiency over time?

## Comparative Gains: How much did Southeast Neighborhood School of Excellence students improve relative to their peers?

AIR was able to compare the average gains of students at the Southeast Neighborhood School of Excellence

with those of students across Indiana (■ **CHART C**) and the US (■ **CHART D**). The figures show where Southeast Neighborhood School of Excellence students gained ground, or stayed even relative to their peers. As the pie charts below show, Southeast Neighborhood School of Excellence students gained ground relative to their Indiana peers in all three (100%) grades and subjects (■ **CHART B**). They gained ground relative to their national peers in four out of five (80%) grades and subjects (■ **CHART B**).



Charter schools know that they will be **measured** by a system that is **rigorous**, relevant, and transparent.

## Southeast Neighborhood School of Excellence

**C**

### ACADEMIC PROGRESS OF STUDENTS

Southeast Neighborhood School of Excellence vs. Indiana Norms (IN), Fall 2004 Through Spring 2005

Grade/Subject	Southeast Neighborhood School of Excellence Gains vs. IN Gains		Gained or Lost Ground		
	School Gains	IN Gains	Gained Ground	Stayed Even	Lost Ground
2nd Grade Math	14.3	-			
2nd Grade Reading	19.9	-			
2nd Grade Language	19.6	-			
3rd Grade Math	12.4	10.6	1.8		
3rd Grade Reading	10.7	9.0	1.7		
3rd Grade Language	13.6	8.5	5.1		

**How to Read this Figure:** The fourth row, as an example, under the Grade/Subject column is 3rd grade math. The numbers in that row show that 3rd grade students at Southeast Neighborhood School of Excellence made an average gain of 12.4 points, compared to 10.6 points for the average IN student. These students “gained ground” compared to the average IN student because their average gains were 1.8 points higher.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by American Institutes for Research, 2005. ■ Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 13 for detailed notes on test score analysis.

## Southeast Neighborhood School of Excellence

**D**

### ACADEMIC PROGRESS OF STUDENTS

Southeast Neighborhood School of Excellence vs. National Norms (US), Fall 2004 Through Spring 2005

Grade/Subject	Southeast Neighborhood School of Excellence Gains vs. US Gains		Gained or Lost Ground		
	School Gains	US Gains	Gained Ground	Stayed Even	Lost Ground
2nd Grade Math	14.3	15.7			-1.4
2nd Grade Reading	19.9	14.9	5.0		
2nd Grade Language	19.6	-			
3rd Grade Math	12.4	11.8	0.6		
3rd Grade Reading	10.7	10.4	0.3		
3rd Grade Language	13.6	9.3	4.3		

**How to Read this Figure:** The first row, as an example, under the Grade/Subject column is 2nd grade math. The numbers in that row show that 2nd grade students at Southeast Neighborhood School of Excellence made an average gain of 14.3 points, compared to 15.7 points for the average US student. These students “lost ground” compared to the average US student because their average gains were 1.4 points lower.

Source: “Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data,” prepared by American Institutes for Research, 2005. ■ A notation of “-” indicates that no comparison data are available for that grade and subject. Students are said to have “gained ground” or “lost ground” if their average growth differed from that of the norm group to a statistically significant degree. See Supplemental Report 13 for detailed notes on test score analysis.

### Sufficient Gains: What proportion of students is on track to reach proficiency?

AIR projected each Southeast Neighborhood School of Excellence student's *future* MAP test score based on the gain he or she achieved between fall 2004 and spring 2005. If the student continued to gain at the same rate, would he or she be proficient in the subject within two years, and therefore able to pass the ISTEP+ the following fall? If so, he or she made "sufficient gains." This year's standard for "sufficient gains" is considerably higher than in last year's report, in which AIR counted a student's gains as "sufficient" if the student would become proficient by 8th grade – a relatively long time horizon for younger students. This year, the analysis projects out no more than two years for any student. AIR calculated the percentage of students who made sufficient gains in each subject and grade. ■ **CHART E** displays the results.

#### Southeast Neighborhood School of Excellence

**E**

#### STUDENTS ACHIEVING SUFFICIENT GAINS To Become Proficient Within Two Years

	2nd Grade	3rd Grade
Math	50%	56%
Reading	75%	63%
Language	64%	63%

**How to Read this Figure:** The first row, as an example, under the 2nd grade column shows 50%. This means that at their current rate of progress, 50% of 2nd graders enrolled at Southeast Neighborhood School of Excellence for the 2004-05 school year are expected to be proficient in math in the spring of their 4th grade year, and thus able to pass the ISTEP+ the following fall.

Source: "Progress of Indianapolis Charter Schools: An Analysis of National Test Score Data," prepared by American Institutes for Research, 2005. ■ To determine what score is proficient, NWEA conducted a study in 2003 that found a high correlation between student scores on the MAP and the ISTEP+, allowing the NWEA to pinpoint a MAP score that equates with a passing score on the ISTEP+ in each grade and subject. See Supplemental Report 13 for detailed notes on test score analysis.

## IS THE ORGANIZATION EFFECTIVE AND WELL-RUN?

#### Southeast Neighborhood School of Excellence

**F**

#### EXPERT ASSESSMENT OF ORGANIZATIONAL VIABILITY

Findings from Expert Site Visit Teams, Reviews by an Outside Accounting Firm, Results from an Independent Survey, and Oversight by the Mayor's Office

	Findings
Fiscal Health	The school's financial practices were managed satisfactorily in 2004-05, with no significant problems.
Board Governance	The school would benefit from more engaged Board members – committee involvement and monthly meeting attendance was sporadic. Board meeting minutes need more detail.
Leadership	The Southeast Neighborhood School of Excellence experienced organizational leadership challenges in its first year. Teachers do not see themselves involved in school decision-making. The leadership needs to better communicate roles and responsibilities, and involve teachers in relevant issues and decisions.

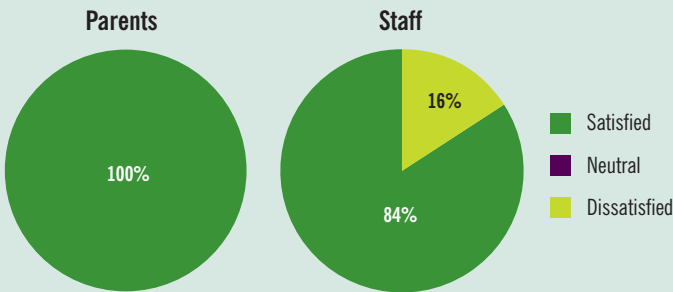


# PARENT AND STAFF SURVEY RESULTS

## Southeast Neighborhood School of Excellence

G

### OVERALL SATISFACTION



Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2005 by the Center of Excellence in Leadership of Learning at the University of Indianapolis. ■ Calculations do not include missing responses. "Satisfied" includes "very satisfied" and "somewhat satisfied" responses. See Supplemental Report 13 for detailed notes on survey protocol and analysis.

## Southeast Neighborhood School of Excellence

### PARENTS AND STAFF WHO ARE LIKELY TO...

	Parents	Staff
Recommend the school to friends and colleagues	100%	63%
Return to the school next year	98%	79%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2005 by the Center of Excellence in Leadership of Learning at the University of Indianapolis. ■ Calculations include "extremely likely" and "very likely" responses. Calculations do not include missing responses. See Supplemental Report 13 for detailed notes on survey protocol and analysis.

## Southeast Neighborhood School of Excellence

H

### PARENTS/STAFF EVALUATION

Excellent/Very Good Responses of Select Features

	Parents	Staff
Overall quality of education	91%	83%
Quality of teaching/instruction	87%	90%
Curriculum/academic program	84%	79%
Individualized student attention	85%	79%
Student-teacher ratio/class size	86%	63%
Services provided to special needs students <sup>1</sup>	75%	44%
Opportunities for parental involvement	88%	42%
School administration	80%	47%
Faculty/teachers	84%	82%

Source: All results are from confidential surveys of Mayor-sponsored charter school parents and staff administered in spring 2005 by the Center of Excellence in Leadership of Learning at the University of Indianapolis. ■ Parent and staff evaluation of a more extensive list of features can be found in this school's supplemental report. "Excellent" and "very good" responses are on a five-point scale (scale also includes "good," "fair," and "poor"). Calculations do not include missing and "don't know" responses. See Supplemental Report 13 for detailed notes on survey protocol and analysis. ■ <sup>1</sup>Special needs students include those for whom English is a second language or who have disabilities, academic difficulties, etc.

# IS THE SCHOOL MEETING ITS OPERATIONS AND ACCESS OBLIGATIONS?

The Southeast Neighborhood School of Excellence satisfactorily met its obligations in 2004-05 for compliance with laws and regulations and in

providing access to students across Indianapolis. Neither the Mayor’s Office’s internal systems nor the expert site visit team indicated any significant

concerns related to these obligations. In some cases, nonetheless, reporting and compliance requirements were not submitted in a timely manner.

# IS THE SCHOOL PROVIDING THE APPROPRIATE CONDITIONS FOR SUCCESS?

Southeast Neighborhood School of Excellence

J

EXPERT SITE VISIT TEAM’S KEY COMMENTS

**Overall:** “All constituents know and support the mission of the Southeast Neighborhood School of Excellence. The school enjoys dedicated teachers with a high degree of commitment to the students, and is developing strong community partnerships. Consistent, responsive procedures and systems are needed to ensure school success and functioning.”

Key Commendations	<ul style="list-style-type: none"><li>• Teachers and parents alike love the small class sizes and individual attention for students.</li><li>• Classroom time is generally focused on performance — all constituents report increased learning and student eagerness to come to school.</li></ul>
Key Areas of Attention	<ul style="list-style-type: none"><li>• The Chief Executive Officer must prioritize increased communication and establishing a climate of trust: parents need more information on school policies and teachers need more information on conditions of employment.</li><li>• Some teachers questioned the effectiveness of the “Everyday Math” program.</li></ul>

# THE SCHOOLS: OVERVIEW



A CURRENT GRADES SERVED & ENROLLMENT For All Mayor-Sponsored Charter Schools			
Opened	Mayor-Sponsored Charter School	'04-'05 Grade Level Served	'04-'05 Enrollment
'02-'03	21st Century Charter School	K-8	187
	Christel House Academy	K-6	340
	Flanner House Elementary School	K-6	202
'03-'04	Andrew J. Brown Academy	K-6	490
	Flanner House Higher Learning Center	9-12	126
'04-'05	Charles A. Tindley Accelerated School	8-9	138
	Indianapolis Metropolitan Career Academy #1	9	49
	Indianapolis Metropolitan Career Academy #2	9	51
	KIPP Indianapolis College Preparatory	5	83
	Southeast Neighborhood School of Excellence	K-3	115
Total Enrollment			1781

Source: Indiana Department of Education website, based on school's Pupil Enrollment Count reported every October. ■ In 2004-05, students residing in 21 different school districts attended Mayor-sponsored charter schools.

C 2004-05 DEMAND For All Mayor-Sponsored Charter Schools	
Available slots <sup>1</sup>	881
Applications received <sup>1</sup>	907
Rate of over-subscription	103%
Students on waiting lists <sup>2</sup>	486

<sup>1</sup>Source: School self-report of data, as of spring 2004 lottery.  
 ■ <sup>2</sup>Source: School self-report of data, as of August 1, 2005.

B STUDENT COMPOSITION of Mayor-Sponsored Charter Schools (MSCS), Indianapolis Public Schools (IPS), and Indiana Public Schools (IN)			
<p><b>Mayor-Sponsored Charter Schools</b></p> <p><b>Indianapolis Public Schools</b></p> <p><b>Indiana Public Schools</b></p> <p>Legend: ■ Black ■ White ■ Hispanic ■ Other</p>			
	MSCS	IPS	IN
Free/Reduced-Price Lunch <sup>1</sup>	62%	89%	37%
Special Education <sup>2</sup>	9%	19%	18%
Limited English Proficiency <sup>3</sup>	3%	8%	3%

<sup>1</sup>Source: Race/ethnicity and free/reduced-price lunch data: Indiana Department of Education website and school self-report of data. The Indiana Department of Education website lists free and reduced-price lunch data only for schools who reported this information in October 2004. Three schools did not report free and reduced price lunch data to the Indiana Department of Education in October 2004; the Mayor's Office collected this information directly from these schools in October 2004 (Flanner House Higher Learning Center and Southeast Neighborhood School of Excellence) and November 2004 (Charles A. Tindley Accelerated School). ■  
<sup>2</sup>Source: Indiana Department of Education Division of Exceptional Learners, count reported December 2004. Indianapolis Metropolitan Career Academies #1 and #2 did not report their special education counts to the Department and therefore are not included in totals. ■ <sup>3</sup>Source: Indiana Department of Education Division of Language and Minority Programs, count reported March 2005.

## For More Information

Additional information about the schools, including more detail on performance, school programs and financial information, as well as a description of the Mayor's accountability system and notes on the methods used to gather and analyze the information included in this report, are included in a series of supplemental reports:

- Supplemental Report 1:** 21st Century Charter School: Detailed Performance Assessment and Profile
- Supplemental Report 2:** Andrew J. Brown Academy: Detailed Performance Assessment and Profile
- Supplemental Report 3:** Charles A. Tindley Accelerated School: Detailed Performance Assessment and Profile
- Supplemental Report 4:** Christel House Academy: Detailed Performance Assessment and Profile
- Supplemental Report 5:** Flanner House Elementary School: Detailed Performance Assessment and Profile
- Supplemental Report 6:** Flanner House Higher Learning Center: Detailed Performance Assessment and Profile
- Supplemental Report 7:** Indianapolis Metropolitan Career Academy #1: Detailed Performance Assessment and Profile
- Supplemental Report 8:** Indianapolis Metropolitan Career Academy #2: Detailed Performance Assessment and Profile
- Supplemental Report 9:** KIPP Indianapolis College Preparatory: Detailed Performance Assessment and Profile
- Supplemental Report 10:** Southeast Neighborhood School of Excellence: Detailed Performance Assessment and Profile
- Supplemental Report 11:** Financial Status of Indianapolis Charter Schools
- Supplemental Report 12:** The Mayor's Charter School Accountability System
- Supplemental Report 13:** Notes on Methods Used to Gather and Analyze Information Included in the Accountability Report and Supplemental Reports

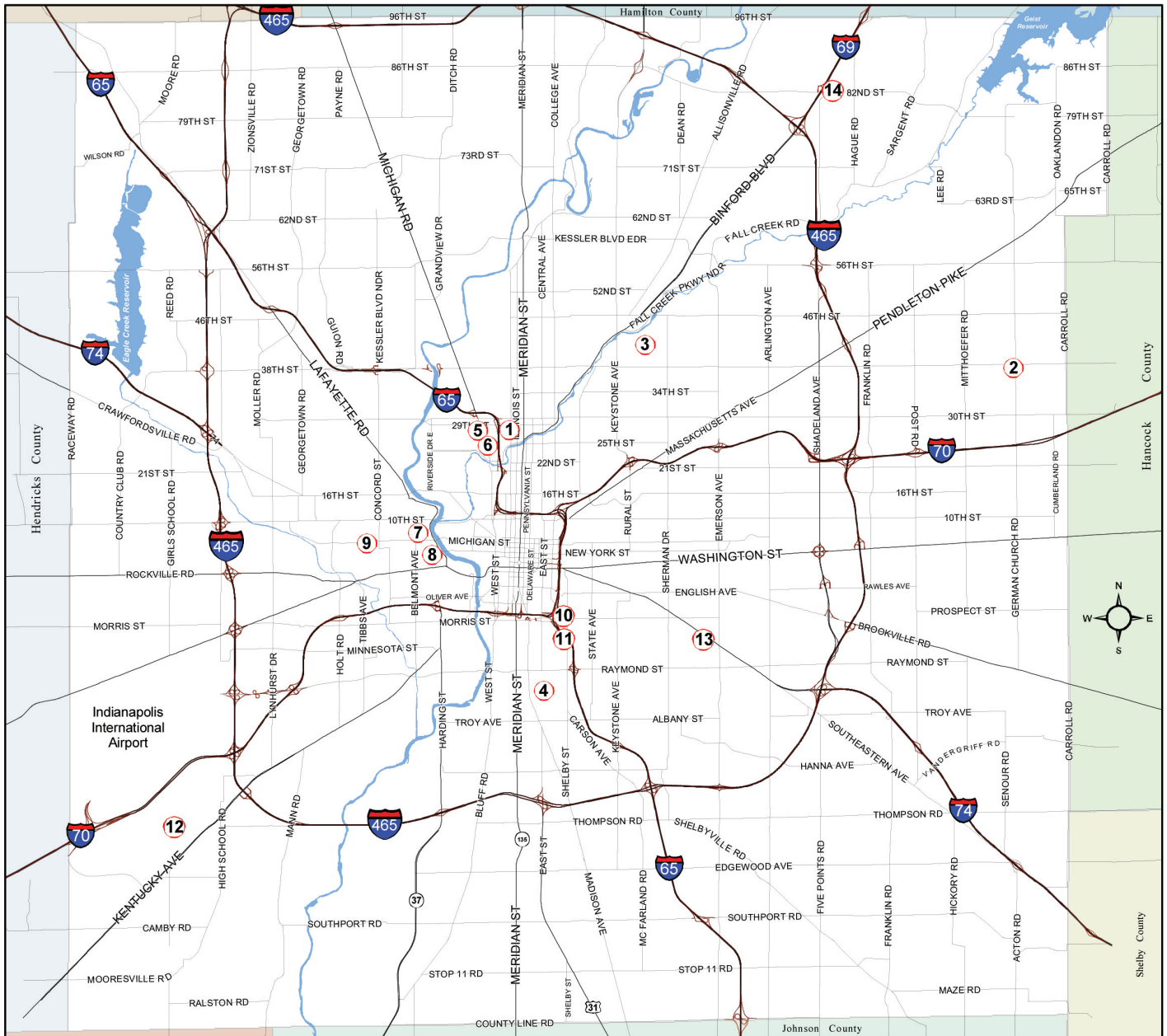
These supplemental reports, along with the 2005 Accountability Report on Mayor-Sponsored Charter Schools, are available on-line at: <http://www.indygov.org/eGov/Mayor/Education/Charter/Accountability/2005/home.htm> or by contacting the Mayor's Office at 317-327-3618 or [charter@indygov.org](mailto:charter@indygov.org).

Electronic versions of the other documents referenced in this report also may be accessed from the above website.

For additional up-to-date information about charter schools in Indianapolis, visit the Indianapolis Charter Schools homepage at <http://www.indygov.org/eGov/Mayor/Education/Charter/>.



# Mayor-Sponsored Charter School Locations



## Operating Schools

- 1 21st Century Charter School  
2540 North Capitol Avenue, Suite 100  
317-524-3750
- 2 Andrew J. Brown Academy  
3600 German Church Road  
317-891-0730
- 3 Charles A. Tindley Accelerated School  
3960 Meadows Drive  
317-545-1745
- 4 Christel House Academy  
2717 South East Street  
317-783-4690
- 5 Flanner House Elementary School  
2424 Dr. Martin Luther King Jr. Street  
317-925-4231
- 6 Flanner House Higher Learning Center  
2424 Dr. Martin Luther King Jr. Street  
317-925-4231
- 7 Indianapolis Metropolitan Career Academy #1  
1635 West Michigan Street  
317-524-4638
- 8 Indianapolis Metropolitan Career Academy #2  
1635 West Michigan Street  
317-524-4638

## Operating Schools (continued)

- 9 KIPP Indianapolis College Preparatory  
3125 Concord Court  
317-637-9780
- 10 Southeast Neighborhood School  
of Excellence (SENSE)  
1601 South Barth Avenue  
317-423-0204
- 11 21st Century Charter School  
at Fountain Square  
1615 South Barth Avenue  
317-951-1000
- 12 Decatur Discovery Academy  
5125 Decatur Boulevard  
317-856-0900
- 13 Indianapolis Lighthouse Charter School  
1780 Sloan Avenue  
317-354-1534

## Schools Opening Fall 2005

## Schools Opening Fall 2006

- Challenge Foundation Academy  
(location to be determined)  
317-460-7147
- Herron High School  
(location to be determined)  
317-472-2050 ext. 305
- Indianapolis Lighthouse Charter School  
(location to be determined)  
800-901-6943
- Mozel Sanders Academy  
(location to be determined)  
800-699-9235
- 14 Recovery High School at Fairbanks  
8102 Clearvista Parkway  
317-572-9354

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